Khel Yoga

Physical Education and Well-being
Textbook for Class 3

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Physical Education and Well-being Textbook for Class 3

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory stage acts as a bridge between the Foundational and the Middle stages, spanning three years from Class 3 to Class 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, plus the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCFSE), brought out as a follow-up to the NEP 2020, a new subject area called "Physical Education and Well-being" has been introduced at the Preparatory Stage. This subject aims to promote a love for physical activity and sports; develop capacities for skillful engagement in physical activity and sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellness. Physical Education and Well-being includes various aspects of Yoga starting from *Yama*, *Niyama*, *Asana*, *Pranayama* and *Dhyana* in a progressive way from Class 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.

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The book for Physical Education and Well-being, titled *Khel Yoga* for Class 3, is meticulously designed to develop basic motor skills and engage children in local traditional games to have fun while playing and getting connected with our culture. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCFSE 2023 for this stage.

Khel Yoga emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness. The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, and am hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI
Director

New Delhi
31 May 2024

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About the Book

Physical activity is integral to human life and, therefore, integral to the school curriculum. For an individual student, sports and physical activities teach important motor skills, practices of physical fitness, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

India has long recognised the centrality of a healthy body and healthy mind as part of any educational experience. A very rich heritage of physical activities and games such as wrestling, *malkhamb*, and archery along with the practice of Yoga emphasise these connections between body, health, well-being, and the holistic development of the human being.

The National Curriculum Framework for School Education 2023 (NCFSE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all other aspects of life. Considering the focus on holistic well-being, NCFSE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help teachers and students achieve the curricular goals of physical education and well-being, for the first time, a textbook has been designed for Class 3. This book enables students to experience the joy of playing, explore diverse physical activities, think and discuss, learn to play together, and treat each other with kindness. The book has three units: Basic Motor Movements, Our Games, and Yoga.

In **Unit 1—Basic Motor Movements,** students will engage in movements like throwing, catching, running, jumping, kicking, receiving and hitting with and without the help of apparatus. Objects of different sizes, weights and texture are used to facilitate these diverse types of movements. This unit is a continuation of the play-based approach to physical development from the Foundational Stage and prepares students to participate in a diverse set of physical activities.

Children generally love to play games. While playing, they interact with other children, discuss rules, strive to excel, help each other and enjoy being together. In our country, we have many local traditional games from different regions played by children and elders.

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Some of these games are included in **Unit 2—Our Games.** It has 17 traditional games from different parts of the country. Instructions for how to play each game and illustrations showing the details are given in the book. It is possible that some of these games might be played differently in your region; you may customise the rules. After the presentation of each game, suggestions for variations in the rules are given to make the game more interesting and to encourage children to play these games at home with their family and friends.

Unit 3—Yoga: This unit introduces students to Yoga to foster holistic well-being. At this age, children are by nature happy and joyful. Yoga is introduced through interesting activities in a playful way to develop healthy habits and learn preparatory practices required for performing various Yogic techniques in higher classes. Introduction to *Ashtanga* Yoga (eight aspects of Yoga), and details about the Yoga unit for Class 3, are given in the section Information for Physical Education Teachers at the end of the book.

In this book, apart from learning games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect as well as help each other, and experience the joy of playing together. The development of these values and dispositions will partly occur while children are engaged in the physical activities and games and partly they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the physical education and well-being period.

The aim of **Circle time** is to develop the above values and dispositions through Physical Education. After completion of the physical activity or game, all the students sit in a circle to share their experience during the activity. It is important to set some ground rules for circle time to ensure that all students gets opportunities to express themselves.

- Everyone in the circle is equal; no one is more important than the others.
- Everybody should respect each other and their feelings.
- No one must interrupt while another person is speaking.
- Everyone in the circle must get the opportunity to speak, and others must pay full attention to what they are saying.

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The teacher can guide the session by asking everyone to share their experience about the activity. This can be expressed through a 'star' and a 'wish'.

A **'star'** is something that the student really enjoyed in the session. It can be anything, right from the experience of winning the game or helping others to how other team members treated the student.

A **'wish'** is something that the student wished had happened in the session. It could be something that they or their team could have done better, or it could also be an activity they wished had been included or had more time to play.

Every student can share a star and a wish, and then 'tag' another student to share. The process continues till each student gets a turn to share.

This star and wish can be modified over a period to get students to observe themselves, their actions and feelings, and those of others. Some pertinent and thought provoking questions can be discussed during this session, like—Are we biased towards our friends when we play? Are we including everyone equally in a game? Are some people not having as much fun?

Apart from star and wish, circle time can also involve engaging discussions related to the context of the game. For example, if some injury happens during the game, the teacher can choose to discuss 'how to avoid injuries while playing'.

Session planning

Physical education and well-being is allotted approximately 150 periods in the year. It is essential to plan these sessions effectively for the development of required competencies mentioned in NCFSE 2023. The three units given in the book should not be completed in sequence; a detailed period-by-period suggestive session plan is given at the end of the book in the section Information for Physical Education Teachers. You may modify the sessions based on the school time-table, but ensure that there is one Yoga period every week and students get sufficient block periods regularly to complete all the games from Unit 2—'Our Games'.

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For balanced development of skills and values, different types of activities may be planned in each period. Three types of sessions are given below to maximise learning in the given time:

Type 1 Game practice.

Type 2 Circle time after play to provide sufficient time for thinking and discussing socio-emotional aspects.

Type 3 Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

- Warm-up and cool-down activities at the beginning and end of each session to avoid injuries and facilitate quick recovery from physical activity.
- Demonstration and modelling to help students understand what is expected of them.
- Planning the right levels of challenge for different groups of students.
- Planning should be focussed on the learning outcomes that need to be achieved. For example, jumping and hopping can be done through animal movement games like frog jumps, and running and dodging can be done through a game of tag or dodge-ball.

Physical Education is important for both physical and mental health and development. It helps improve a child's muscular and cardiovascular strength, flexibility, endurance, motor skills, and mind-body connection and wellness. It gives students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best for relaxation and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are more successful with other schoolwork as well. Finally, people who are physically active as young people tend to stay more fit as adults as well, leading them to lead longer, healthier, and more productive lives.

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Teachers must ensure all physical education periods are conducted with sincerity giving importance to it equal to all other subjects in the school.

Instructions for teachers

For a joyful experience, the safety of children and the effective development of competencies, teachers may follow the instructions given below—

- Ensure adequate play area to perform the activities given in the book.
- Ensure that there are no obstructions in the play area and it is safe for students to play.
- Ensure that a first aid kit is available and accessible.
- Ensure that students feel emotionally and socially safe, and are treated with respect, encouragement, support, and have access to fair redressal of grievances during a Physical Education class.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing students into teams, make sure that teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Encourage students to be aware of their surroundings while playing.
- Instruct students not to aim at the opponent, unless told otherwise, while performing any movement. Discuss why this is important.
- Encourage students to be considerate of teammate's skills while practising. For example, if they hit the ball too hard and their teammate is not able to handle it, they must reduce the force.
- Encourage students to be careful while pushing or pulling an opponent when participating in an activity that requires this.
- Encourage students to treat each other with kindness, focus on enjoying the game and not just on the outcome of the game.
- Encourage students to collect all equipment after their use.
- Ensure active participation of all students in all activities.

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- Allow children to explore different types of materials and objects to play with, such as different sizes of softballs and bats, tyres, small spades (blunted), or any kind of local toy or object. Making a sand pit and having access to a small shallow water source can also be considered.
- Allow students to communicate with each other freely and encourage them to collaborate.
- Provide enough rest time for students between activities.
- Interesting stories and role models may be used to motivate children in improving their competencies.
- Be on the alert for situations where students may be facing some distress.
- Keep phone numbers of doctors and emergency services (e.g. ambulance) handy.

Warm-up and cool-down routines

Warm-up and cool-down routines serve as transitions between rest and exercise, and between exercise and rest. It is important to do warm-ups before doing any activity and cool-downs to bring the body to rest. These routines are helpful in the prevention of injuries, reducing muscle discomfort and enabling quick recovery from physical activity. Teachers can choose warm-up and cool-down routines from the group of exercises given at the back of the textbook.

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Our National Anthem

Jana-gana-mana adhinayaka jaya he
Bharata-bhagya-vidhata
Panjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
tava shubha ashisha mage,
gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
jaya jaya jaya jaya he.

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the National Anthem of India on 24 January 1950.

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Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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UNIT 1

Basic Motor Movements

About the unit

Welcome to the exciting world of movement!

Do you know that we engage our larger muscle groups to perform activities like jumping, throwing, catching, kicking, and hitting? These are also called *gross motor skills* which are crucial for day-to-day work, sports, and physical fitness.

When we involve smaller muscles, particularly those in the hands and fingers, for precise and delicate tasks, we are using *fine motor skills*. These skills involve the use of small muscles to write, sketch, draw, pick up small objects, grip, and pinch.

Basic motor movements involve both gross and fine motor skills.

Our journey begins with developing five basic motor movements—throwing, catching, kicking, receiving, and striking. Our overarching objective is to apply these movements in many engaging activities, utilising objects of varying sizes, weights, and textures.

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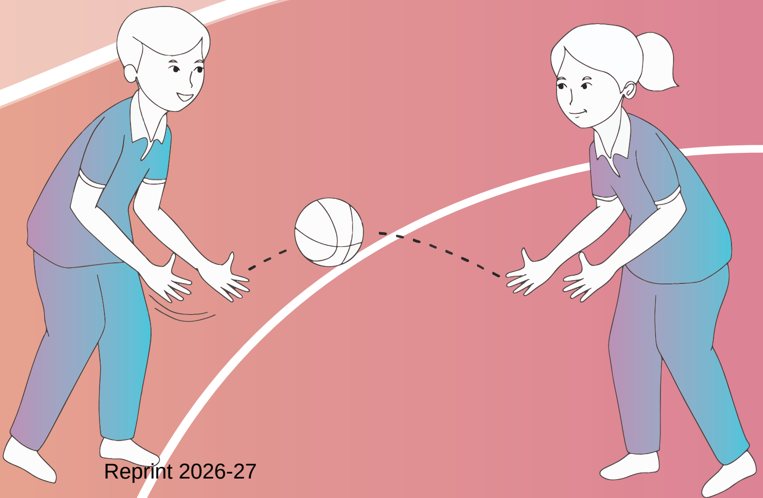

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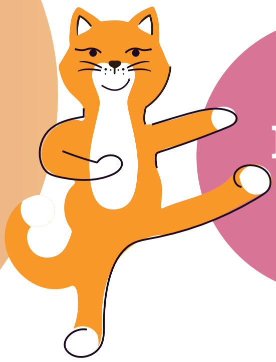
Chapter 1

Throwing and Catching



Introduction

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Our first motor movement, throwing, is done with the help of arms, shoulders, and torso (upper part of the body, except the head and arms). However, hands are also used for releasing and catching an object.

Let us learn how to throw and catch through some interesting games.

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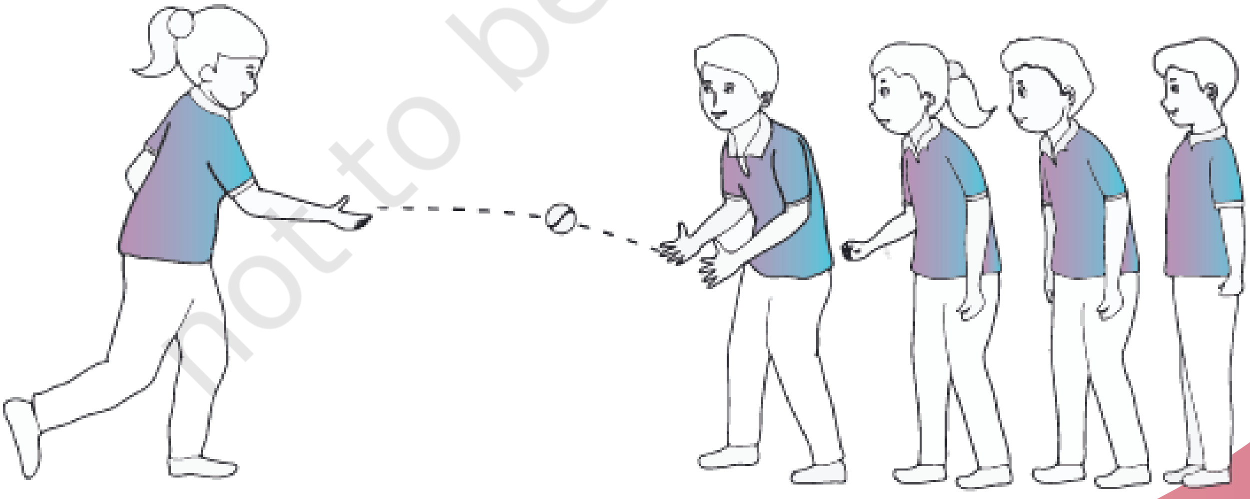
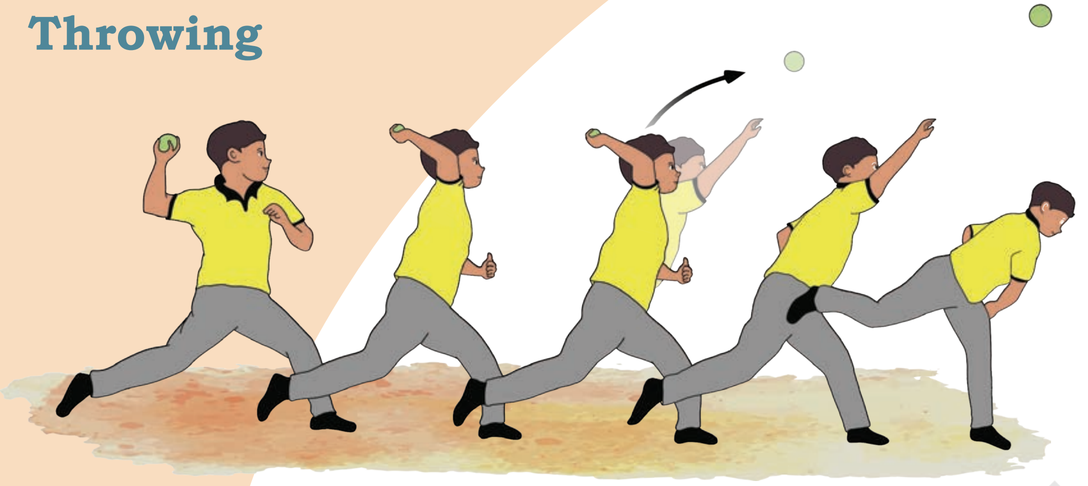


Throwing



1. Hold the ball firmly with spread fingers and stand with slightly bent knees.

2. Swing the throwing hand behind and twist the upper body.

3. Take one step forward and balance your body. Do not wobble.

4. Bring the hand forward and throw the ball with force.

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Note for the teacher

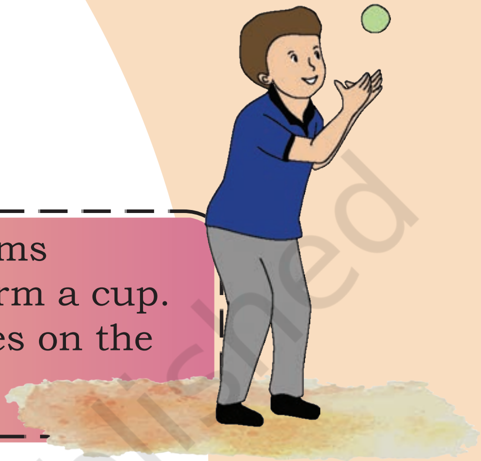
Ensure the following while children practice throwing—

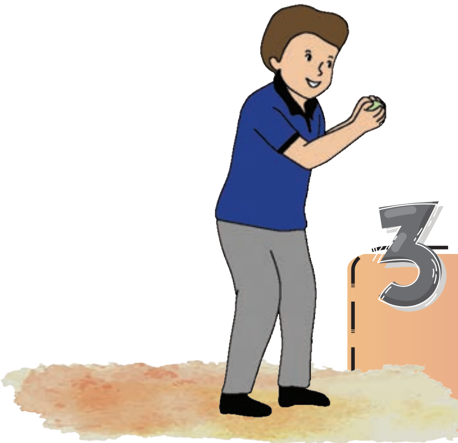
1. Grip: children hold the ball firmly with fingers spread out.
2. Stance: the eyes of the player are fixed on the target, legs are spread to form a stable grounding and knees are slightly bent.
3. Throw: the action of twisting the upper body is smooth, taking back the throwing arm and swinging the arm forward to throw the ball.
4. Follow through: the player takes one step forward after the release and balance their body.
5. Use soft balls for throwing and increase the level of difficulty of activities progressively.

Catching

1 Stand with knees slightly bent like you are getting ready to jump.

2 Join your palms together to form a cup. Keep your eyes on the ball.





3 Catch the ball softly at eye level.

4 Hold the ball firmly and pull your elbows towards the body.

Note for the teacher

Ensure the following while children practice catching—

1. Stance: legs are shoulder width apart and knees are not bent too much.
2. Catching: body is behind the line of the ball, palms are joined and pointing upwards, hands are soft and eyes are on the ball.
3. Follow through: knees are bent slightly to minimise the impact and hands are pulled back.
4. Use soft balls for catching and increase the level of difficulty of activities progressively.

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BM 1

Catch and Throw

Required Material

Balls of different sizes

How to play

Throwing and catching without dropping the ball is fun. Pair up with a classmate and practice different types of throwing and catching as shown below:

- Underarm throw using both hands.

- Underarm throw using one hand.

- Overhead throw using both hands.

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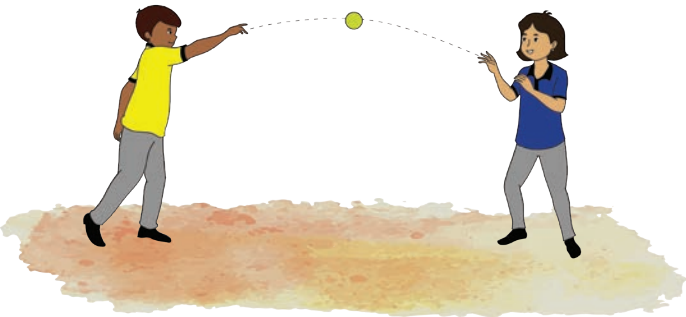
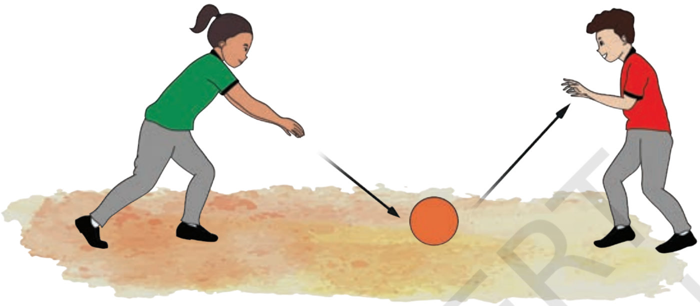
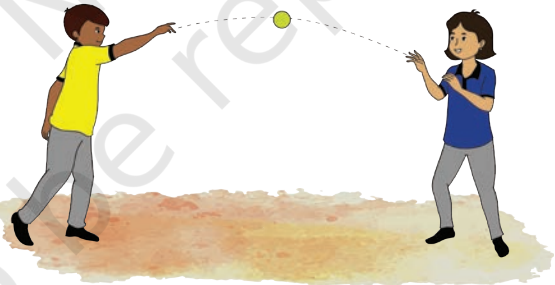
- Overhead throw using one hand.





- Pass the ball with one bounce to your partner.

- Throw and catch the ball with each other as many times as possible without dropping.



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Note for the teacher

Purpose
To develop throwing and catching ability along with hand-eye coordination.

Variations
- Increase the distance between the pairs.
- Change objects and alternate throwing hands between left and right.

Circle Time
Star and Wish

BM 2

Pick Up and Throw

Required Material

Old newspaper

Marking powder

How to play

- Form two teams and draw a court having a centre line and two equal halves for the game.
- Make paper balls and scatter them equally into each part of the court.
- Start throwing balls to the opponents' side of the court on the blow of the whistle.
- Stop when the whistle blows again.
- The team having fewer balls on its side wins.

Note for the teacher

Purpose
To develop picking up and throwing ability and enhanced motor skills.

Variations
- Switch your throwing arm after each round.
- Alternate between overhead and underarm throwing.

Circle Time
How to identify physical injury, e.g., discomfort in movement, bruises and rashes, cuts, intense pain, etc.

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BM 3

Hit the Target

Required Material

Chalk
Socks ball or soft sponge ball

How to play

- Form teams of five members each. Take balls made of soft sponge or socks.
- Draw a circle on the wall and a throwing line some distance away from the wall.
- Each team player will try to throw the ball within the circle.
- The team with the maximum number of hits in the circle wins.
- Make sure not to cross the line drawn on the ground while throwing.

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Note for the teacher

Purpose
To develop accuracy in hitting, balancing and physical fitness.

Variations
- Increase the distance from the wall to enhance the difficulty level.
- Draw a circle on the ground and play the same game.

Circle Time
Discuss how to throw, including good `stance, grip, release and focus.

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BM 4

Knock the Cones

Required Material

Soft Ball
Cones or locally available material

How to play

- Form teams depending on the number of students in the class.
- Place an odd number of cones in the centre and two opposing teams stand equidistant from it.
- Start the game on the blow of a whistle— hit the cones with soft balls.
- The team that knocks down more cones within a fixed time duration wins the game.

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Note for the teacher

Purpose
To develop foot placement, focus and social interaction.

Variations
- Use the weaker hand to throw.
- Replace cones with cricket stumps and play the game.

Circle Time
Share one good and one bad feeling about the game.

BM 5

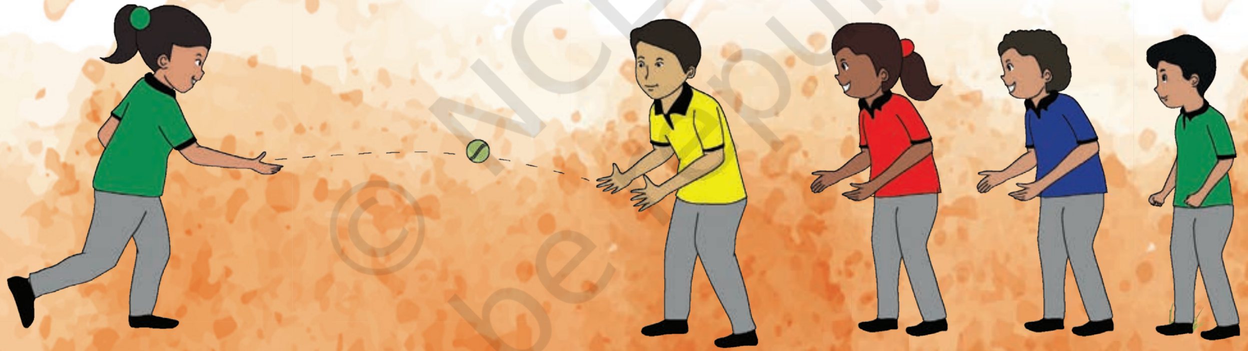
Relay Catching

Required Material

Soft Ball or
Tennis ball

How to play

- Form multiple teams with five members each and a designated leader of each team. Members stand in a line and their leader stands at some distance facing the team.
- On the blow of the whistle, all the team leaders throw the ball to the first player in the line.
- The first player will catch the ball, return it to the leader and run to the end of the queue and halt.
- The leader throws the ball to the next player and the game continues.
- After completion of everyone's turn, the team with the maximum number of catches wins the game.



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Note for the teacher

Purpose
Fostering cognitive aspects, coordination, readiness and eagerness.

Variations
- Vary the distance and play.
- Change leaders. Use underarm or overhand throw to play the game.

Circle Time
Star and Wish

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BM 6

Ball on the Wall

Required Material

Handball or

Tennis ball

How to play

- Form two teams and stand in a queue.
- Each member of the team throws the ball on the wall and catches it on the rebound.
- The team with maximum catches wins.

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Purpose

Nurturing confidence and progression of coordination along with eagerness.

Variations

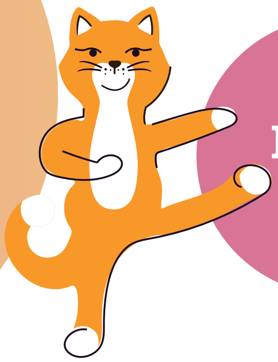
- Increase the distance between the wall and the player.
- Play a variation where the next player in the queue catches the ball.

Circle Time

Discuss what things one should keep in mind while catching.

Chapter 2

Kicking and Receiving



Introduction

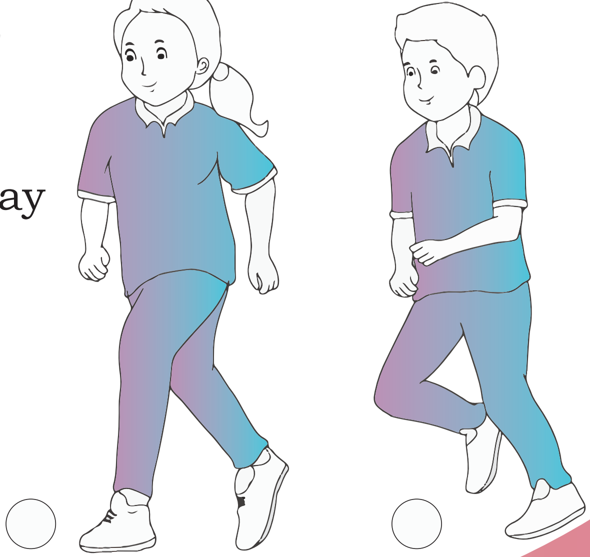
Have you played football?

In football, we kick the ball to our partner and receive the ball as well.

Kicking is an important movement in which we kick a ball using our feet in the desired direction.

Receiving is also an important movement in which we receive a ball with the help of our feet without losing control.

Let us learn about how to kick and receive a ball with our feet and then play some games!



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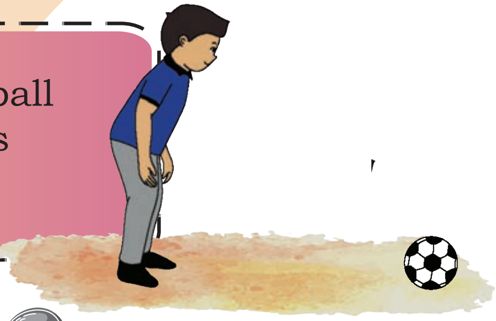
Kicking

1 Stand behind the ball and keep your eyes focused on it.



2 Move towards the ball.

3 Keep the non-kicking leg to the side of the ball and then swing the other leg to kick the ball.

4 Let the kicking leg follow the ball. Move your hands to balance the body.

Note for the teacher

Ensure the following while children practice kicking—

1. Stance: legs are shoulder width apart and knees are not bent too much.
2. Approach: approach is slightly to the side of the ball while stepping forward on the kicking foot.
3. Kicking: streamlined action of leaping forward on the non-kicking foot to the side of the ball. Swinging back the kicking leg and bringing it swiftly to kick the ball.
4. Follow through: arm opposing the kicking leg goes forward and the body is in balance.

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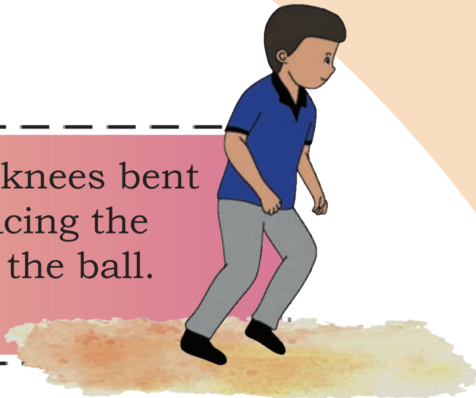
Receiving



1 Stand with knees bent and body facing the direction of the ball.

2 Raise one leg to receive the ball. Keep the other leg firmly on the ground.

3 Receive the ball and move the leg slightly backwards.

4 Balance your body as the ball touches the ground.

Note for the teacher

Ensure the following while children practice receiving skills—

1. Stance: legs are shoulder width apart, knees are not bent too much and the body is facing towards the direction of the ball.
2. Anticipate and be ready: anticipates the path of the ball and keeps non-receiving foot firm on the ground.
3. Receiving: shifts the body weight on non-receiving foot, always receives the ball on instep of receiving foot and on contact takes the foot slightly back.
4. Follow through: keeps the body low and balances the body by shifting the body weight as required.

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BM 7

Pass the Ball

Required Material

Soft Ball or
Cloth Ball

How to play

- Take a soft ball and place it between your feet.
- Pass the ball from one leg to another while standing.
- Control the ball while balancing your body.

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Note for the teacher

Purpose
To learn transfering skills, imitation and anticipation.

Variations
- Increase the distance between feet.
- Walk, jog, run, side step while passing the ball from one leg to another.

Circle Time
Star and Wish

BM 8

Shadow Ball

Required Material

Soft ball or

Cloth ball

How to play

- Take a soft ball and pair up with a classmate.
- One of you take the lead and walk ahead dribbling the ball while the partner follows.
- On the blow of the whistle, face each other and kick the ball towards your partner.
- Now, change the roles and continue.

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Note for the teacher

Purpose
Development of coordination and emotional control.

Variations
- Use the weaker leg to hit the ball.

Circle Time
Star and Wish

BM 9

Flick the Ball

Required Material

Soft ball or

Cloth ball

How to play

- Take a softball and find a partner from your class for this activity.
- Stand facing each other and flick the ball using the top of your foot.
- When one of you flick the ball the other catches it and flick the ball back.
- Try to use alternate legs to flick up the ball.

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Note for the teacher

Purpose
Development of soft muscles involved in the flicking action.

Variations
- Hit a target while flicking the ball.
- Flick the ball twice or thrice before catching it.

Circle Time
Star and Wish

BM 10

Flick in the Box

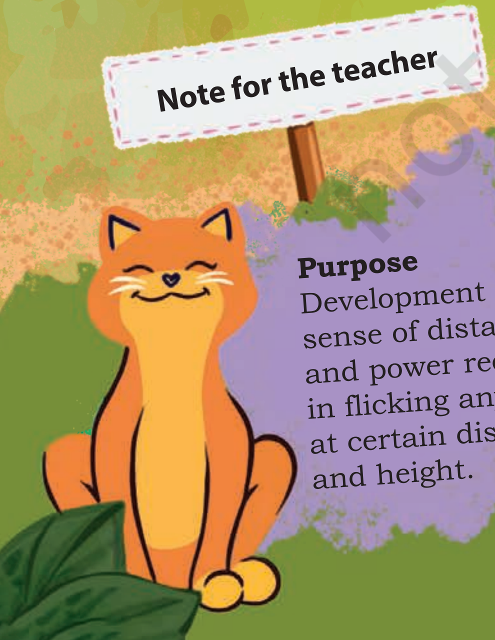
Required Material

Empty Box

Soft Ball or Cloth Ball

How to play

- Place a box on the ground and stand in a line at some distance from the box.
- Make teams of four members each.
- Each member of the team flicks the ball aiming to put it in the box.
- The team that puts more balls in the box wins.



Purpose

Development of sense of distance and power required in flicking any object at certain distance and height.

Variations

- Place boxes at different distances. Different scores for different boxes can be given.
- Use a hoop to increase the target area.

Circle Time

Star and Wish

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BM 11

Monkey in the Middle

Required Material

Football

How to play

- Stand in a circle with one student in the middle.
- Students standing in the circle pass the ball to each other without getting caught by the student in the middle.
- The student in the middle tries to stop or catch the ball.
- If the ball is caught, the student who passed the ball stands in the middle and the game continues.

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Note for the teacher

Purpose
Fun filled learning and development of team work and hidden communication.

Variations
- Use two students in the middle.
- Try to flick the ball or use head or shoulders to pass the ball.

Circle Time
Star and Wish

BM 12

Sit and Rise

Required Material

Soft ball

How to play

- Form a circle. Make one player stand in the centre.
- The player in the middle will pass the ball to any one of the players in the circle.
- The player receiving the ball will do so with their foot.
- The players who are on the left and right side of the player receiving the ball will sit as soon as the recieving player receives the ball.
- If the player fails to receive the ball, then this player will be replaced with the player in the centre. Also, if the player standing on the right or left of the receiving player fails to sit, then the one who did not move at all will replace the player in centre.

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Note for the teacher

Purpose

Cognitive development and ability of anticipating future challenges by the actions of others.

Variations

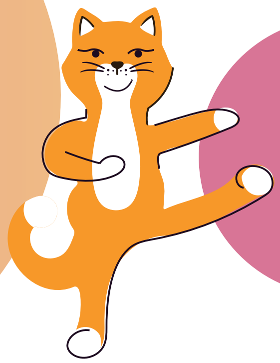
- Receive the ball with your head or chest.

Circle Time

Come up with one modification of the rule that will make this game more interesting.

Chapter 3

Strike the Ball



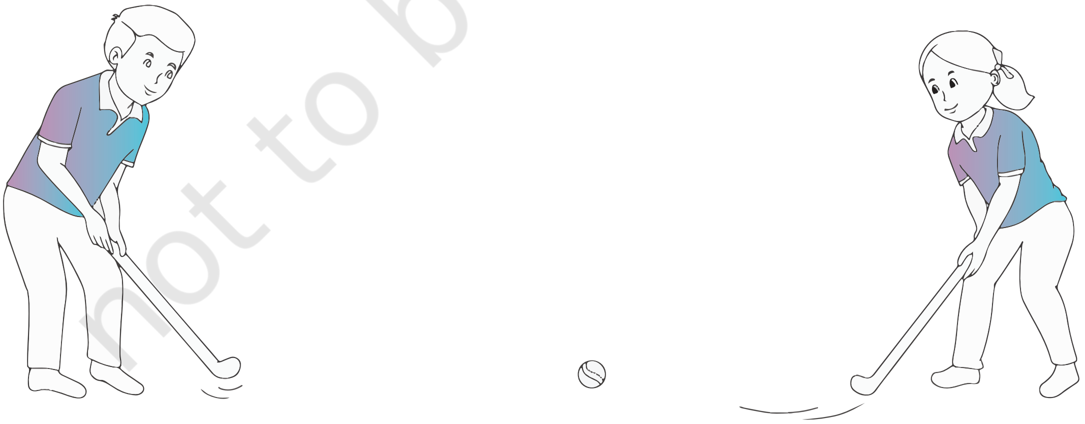
Introduction

339CH03

In cricket or hockey, we strike the ball with a bat or stick.

In hockey, when someone strikes the ball, the other player must receive it. Receiving the ball correctly helps us gain control of the ball.

Let us learn how to strike and receive the ball to score!



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Striking the ball with a bat

1 Hold the bat and stand sidewards as shown in the picture with knees slightly bent.

2 Step forward and swing the bat. Rotate shoulders and hips.

3 With your hands fully extended and eyes on the ball, hit it with the bat.

4 After hitting, take the bat in follow-through along your body as shown in the picture.

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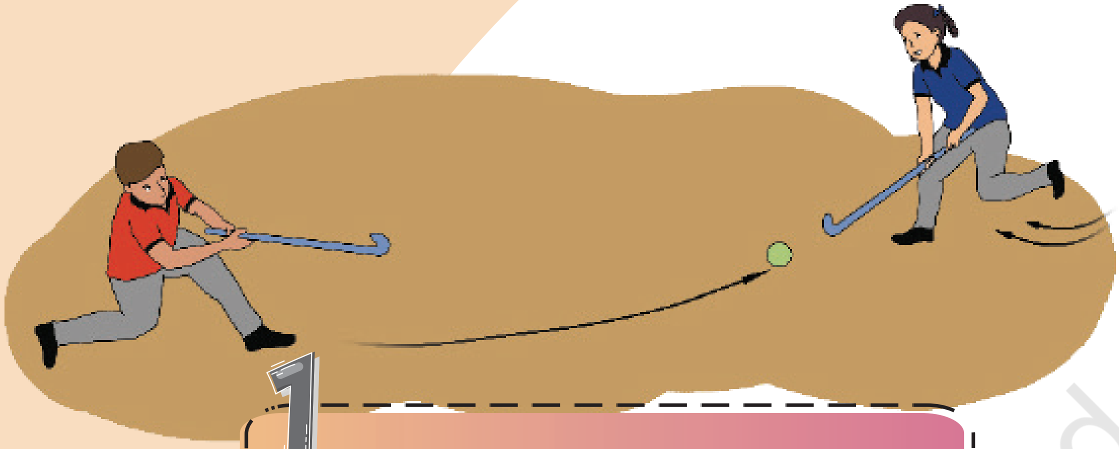
Note for the teacher

Ensure the following while children practice hitting skills—

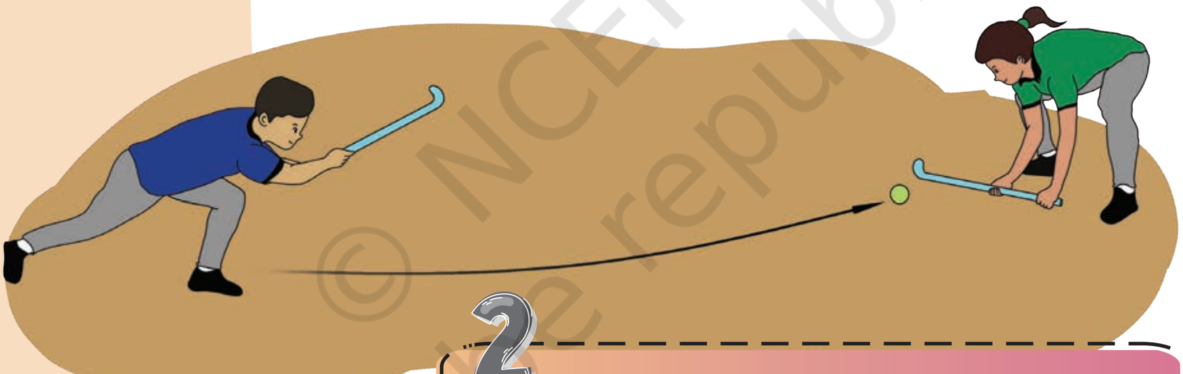
1. Stance: stands sidewards, legs are shoulder width apart, knees are slightly bent, and eyes are always on the ball.
2. Grip of the bat: the dominant hand is always at the top and non-dominant hand is placed lower on the handle towards the end of the bat as shown in the picture above.
3. Hitting: steps forward on front foot, swings and rotates hips and shoulder during hitting, keeps eyes on the ball, extends arms fully at the contact point and hits.
4. Follow through: upper body swings along with the bat which goes around the body, and finishes over the shoulder of the non-dominant hand.

Receiving the ball with a stick



1

Stand with knees slightly bent and with the stick facing the direction of the incoming ball.



2

Bend forward and hold the stick close to the ground. Keep the hands gentle on impact.

Note for the teacher

Ensure the following while children practice receiving with stick—

1. Stance: keeps feet shoulder width apart, knees slightly bent, and body facing the ball.
2. Grip: holds the stick gently with both hands.
3. Anticipate: predict the path of the ball, keeps the body low and align the body accordingly.
4. Receiving: receive with soft hands and yield slightly to minimise the impact.

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BM 13

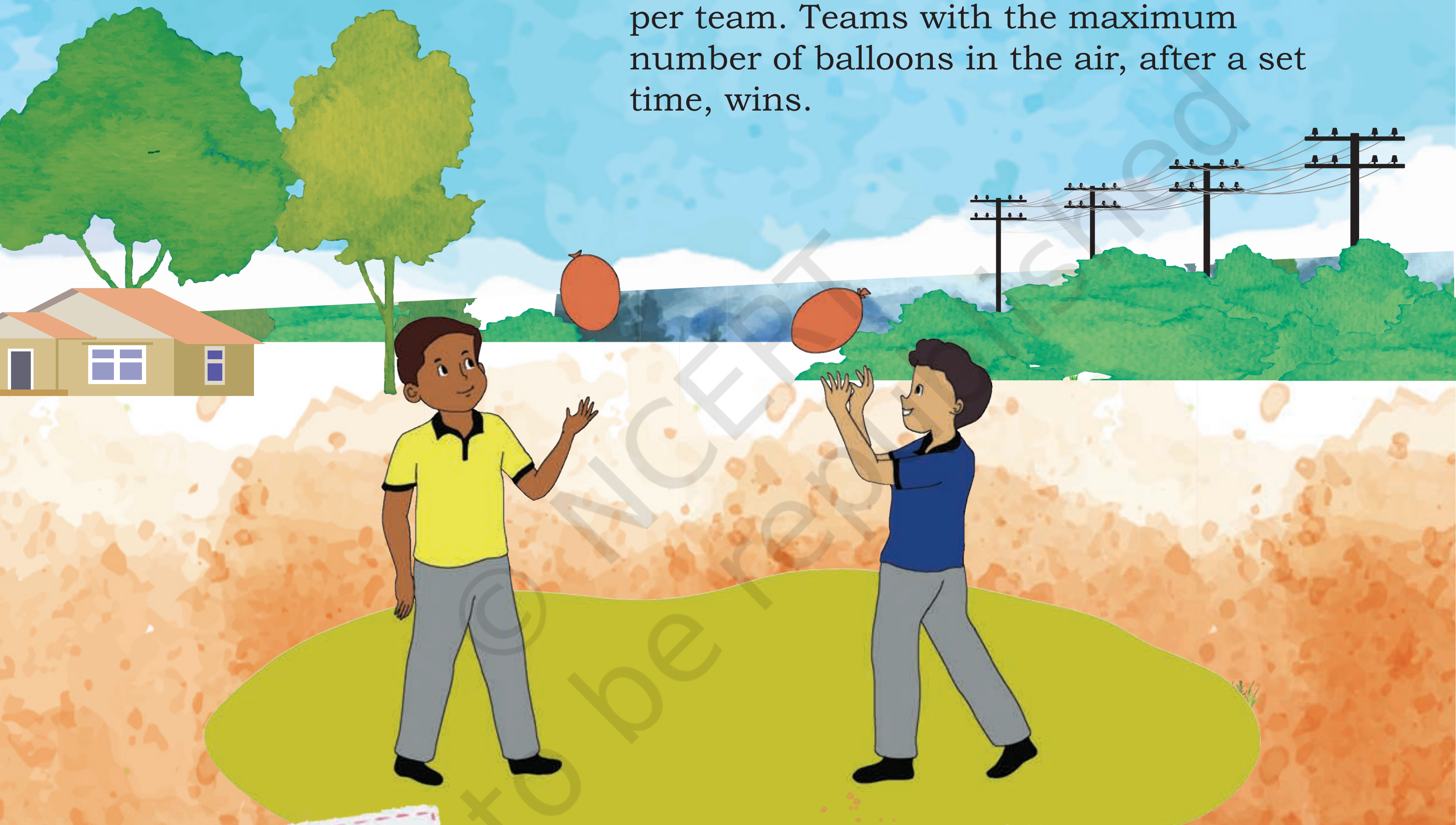
Strike the Balloon

Required Material

Balloons

How to play

- Take a balloon and find an open space in the playing area.
- On the blow of the whistle throw the balloon in the air and try to strike the balloon with your fingertips. Do not let the balloon touch the ground.
- Now play it in teams with five balloons per team. Teams with the maximum number of balloons in the air, after a set time, wins.



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Note for the teacher

Purpose
Improving hand-eye coordination and timing.

Variations
- Make pairs and rally the balloon back and forth.
- Blow air from mouth instead of hitting with fingers.

Circle Time
Star and Wish

BM 14

Body and Balloon

Required Material

Balloons

How to play

- Take a balloon from the teacher and find a safe space in the playing area.
- On the blow of the whistle, throw the balloon in the air and try to strike it with your palms or fingertips. Do not let it touch the ground.
- Hit the balloon with your head, shoulder, chest, hand or thigh as called out by teacher.

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Note for the teacher

Purpose
Development of focus and concentration, anticipation of balls trajectory.

Variations
- Form teams and play. The team keeping the balloon in the air the longest wins.

Circle Time
Star and Wish

BM 15

Soft Ball Control

Required Material

Sticks

Soft ball

Cones

How to play

- Place the cones randomly in the playing area.
- Hold the stick with the dominating hand at the top and the other below it.
- Now, on the blow of the whistle start pushing the ball through the gaps between the cones with the help of the stick.
- As you reach the last cone, stop the soft ball, change the direction and start pushing again.

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Note for the teacher

Purpose
Development of sense for shifting strength and control on wrist and fingers.

Variations

- Play with the directions given by the teacher such as go straight, turn right, turn left, etc.

Circle Time
Discuss the benefits of putting the equipment back into its place after play.

BM 16

Playing Pass

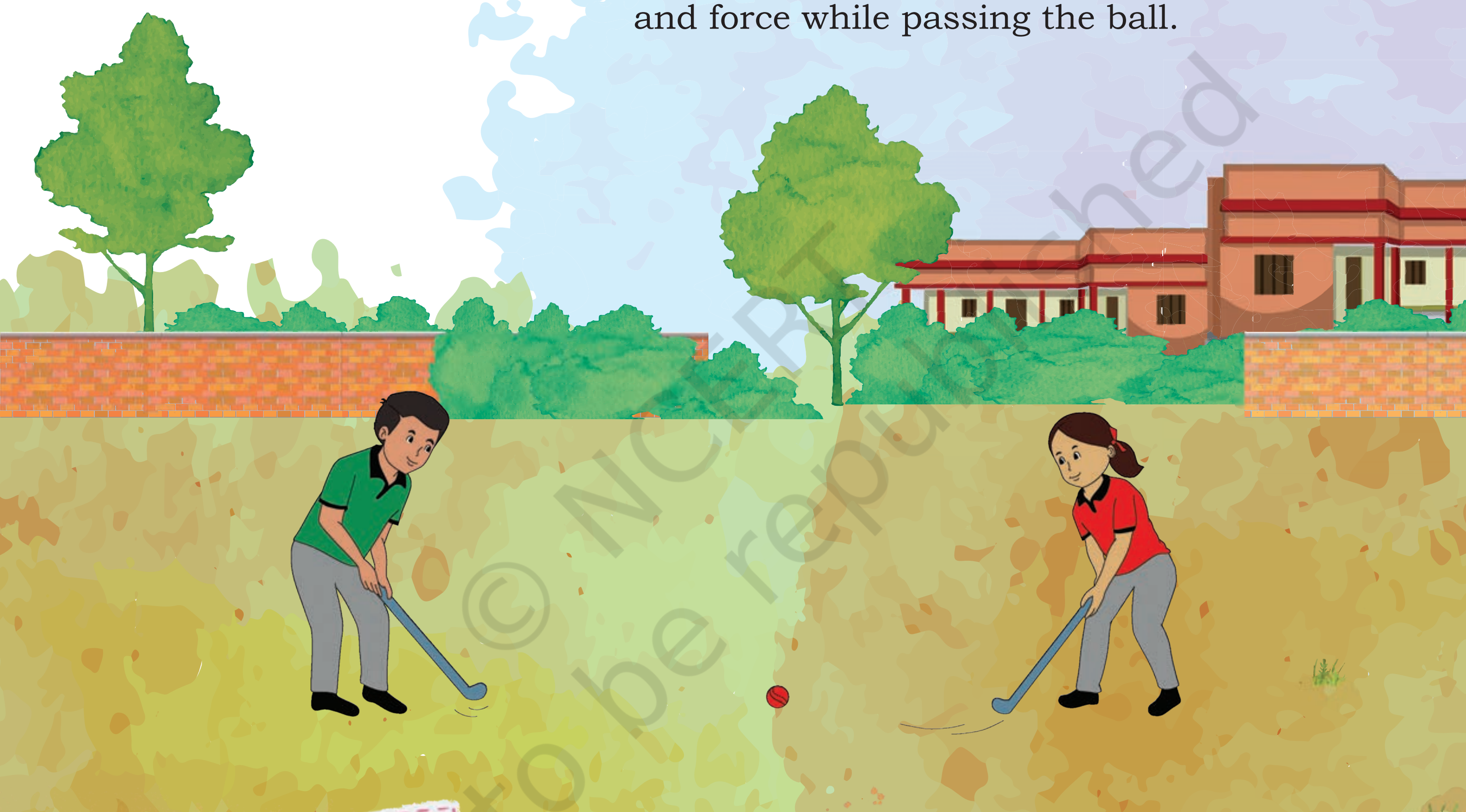
Required Material

Stick

Soft Ball

How to play

- Find a partner. Stand facing each other at some distance.
- Now push the ball back and forth gently with the stick towards each other.
- The student who is receiving the ball will stop it first and then pass it back.
- After some practice, increase the speed and force while passing the ball.



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Note for the teacher

Purpose

Development of anticipatory path of the moving ball, engagement of different body parts in coordination with each other and with the stick.

Variations

- You can use a tennis racquet or a cricket bat to pass the ball.
- Use balls of different sizes.

Circle Time

Discuss the role of muscles in increasing and decreasing force.

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BM 17

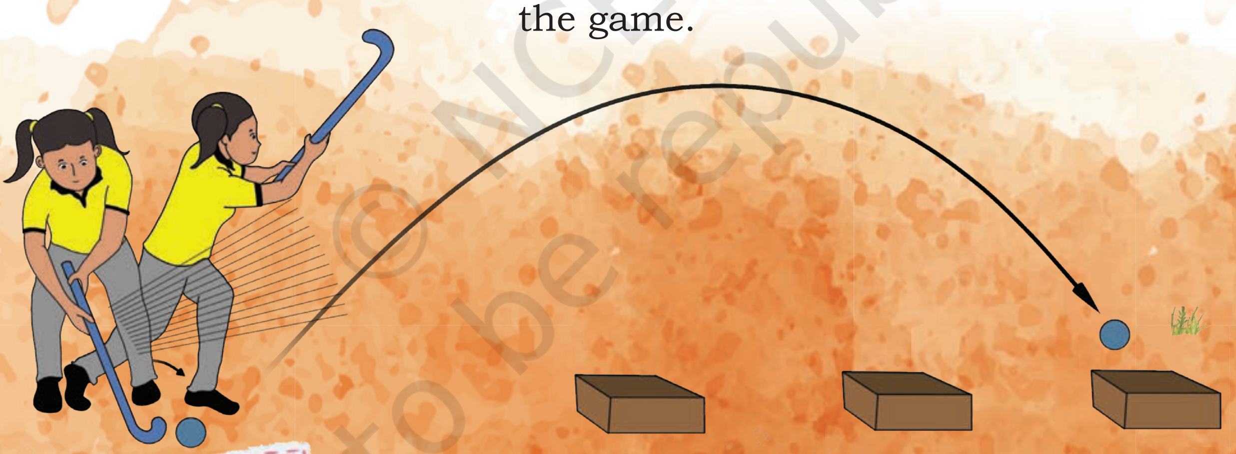
Scoop in the Square

Required Material

Stick
Marking powder
Soft balls

How to play

- Make squares at progressive intervals as shown in the picture.
- Divide the class into teams with equal numbers of students in each. Make each team stand in a queue.
- Every team will get a stick and a soft ball, and play as follows.
- The first player of the team scoops the soft ball so that it falls in the first square. In case it falls exactly in the first square, the second player scoops the soft ball aiming at the second square. The players will keep on scooping, aiming for the next square, until the scooped ball misses the desired square.
- The team with the maximum number of successful scoops in the given time wins the game.



Note for the teacher

Purpose
After single or multiple efforts, succeeding to scoop the ball in its desired place builds confidence.

Variations
- Use different shapes like circle, rectangle, etc.
- Make squares next to each other with no space in between the squares.

Circle Time
Star and Wish

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BM 18

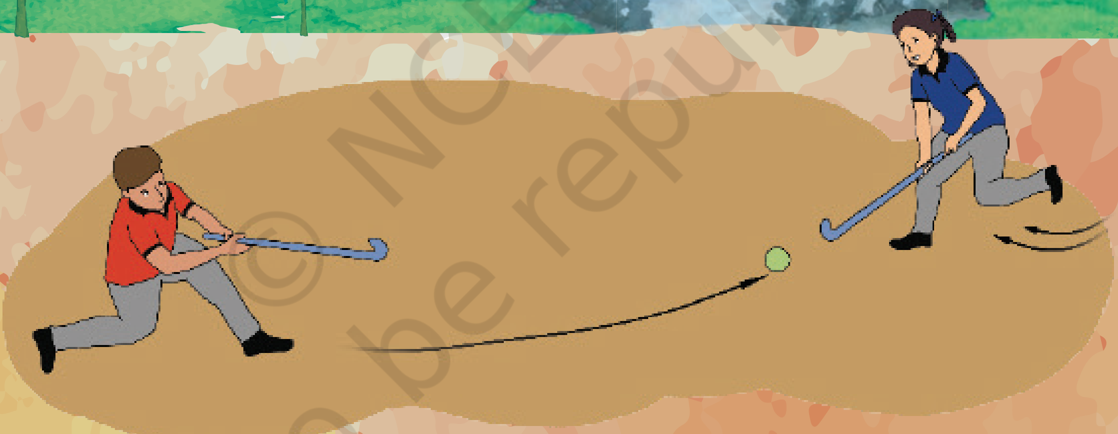
Receiving with Stick

Required Material

Stick
Soft balls

How to play

- Select one classmate and form a pair.
- Stand some distance apart from each other.
- The player throwing the ball will make sure to throw it away from the player receiving it so that the receiver has to run while doing so.
- The receiver will receive with the stick while in motion and send it back to the partner. Change roles and play.



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Note for the teacher

Purpose
Developing mastery of receiving skills strengthens concentration, reaction time and positive transfers of training.

Variations
- Pass the ball in random directions to increase the difficulty level.

Circle Time
Star and Wish

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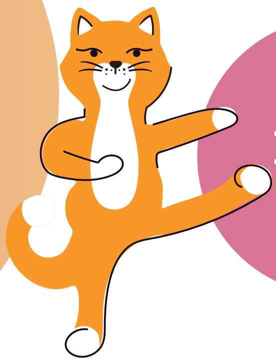
Chapter 4

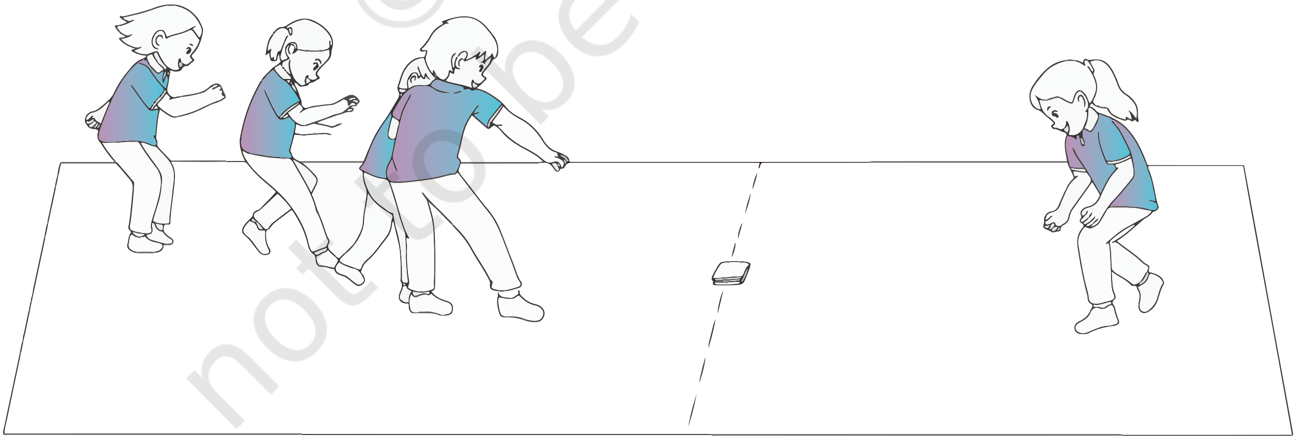
Little Steps



Introduction

339CH04

The key to success is to set and achieve goals. For example, holding plank for 10 seconds, balancing on one leg for 2–5 seconds, skipping for one minute. Every individual has different goals based on their needs, but there are some goals which all of us should try to achieve. In this chapter, we will set and achieve personal goals on maintaining balance and growing strong.



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BM 19

Balancing the Stick

Required Material

Stick

How to play

- Find a safe space in the playing area.
- Take a stick from your teacher and set your target.
- Place the stick on your palm and balance it to stand without falling.
- Record the time till when you can balance. Try to improve your target time each time.

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Note for the teacher

Purpose

Develops balancing ability, strategic thinking, shifting of weights with or against gravity, and decision-making.

Variations

- Play this as a game with classmates. The student who balances the stick for the longest duration wins.

Circle Time

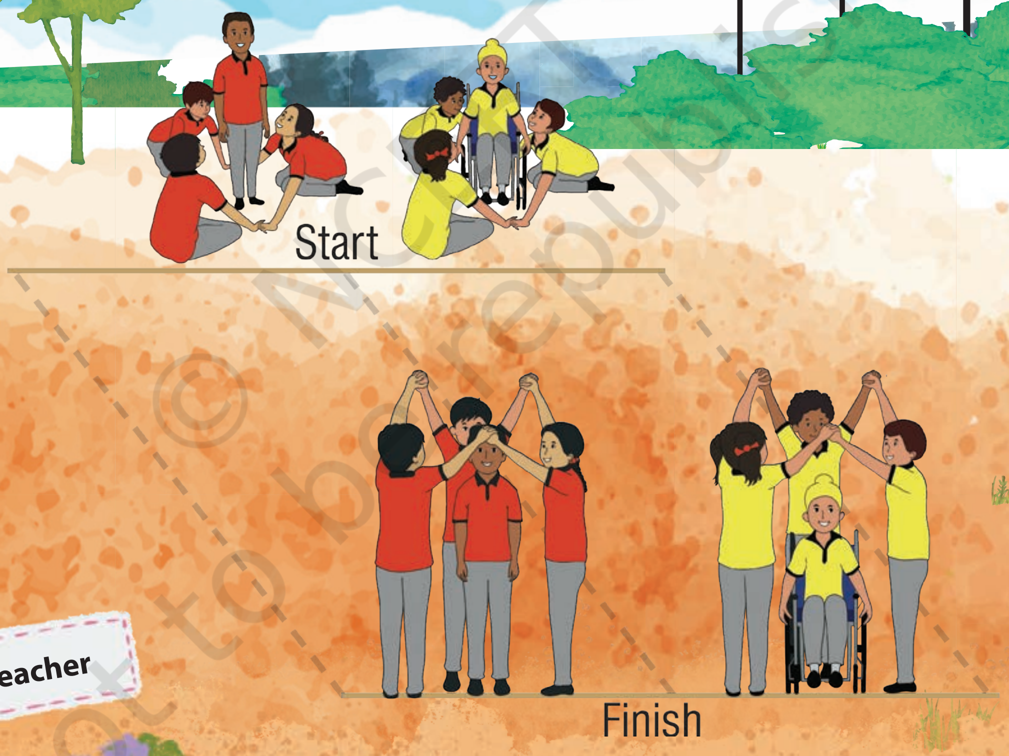
Discuss what each player did to balance the stick.

BM 20

Keep on Moving

How to play

- Draw a start line and a finish line in the play area.
- Form groups of four. Three players will hold hands with each other and the fourth student will be in the middle.
- The target is to move the entire group from the start line to the finish line without touching the student in the middle.
- The team that reaches the finish line first wins.



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Note for the teacher

Purpose
Development of coordination, cognitive abilities and concentration.

Variations
- Play the game with two players in the middle.
- Play the game while holding the shoulders of teammates.

Circle Time
Star and Wish

BM 21

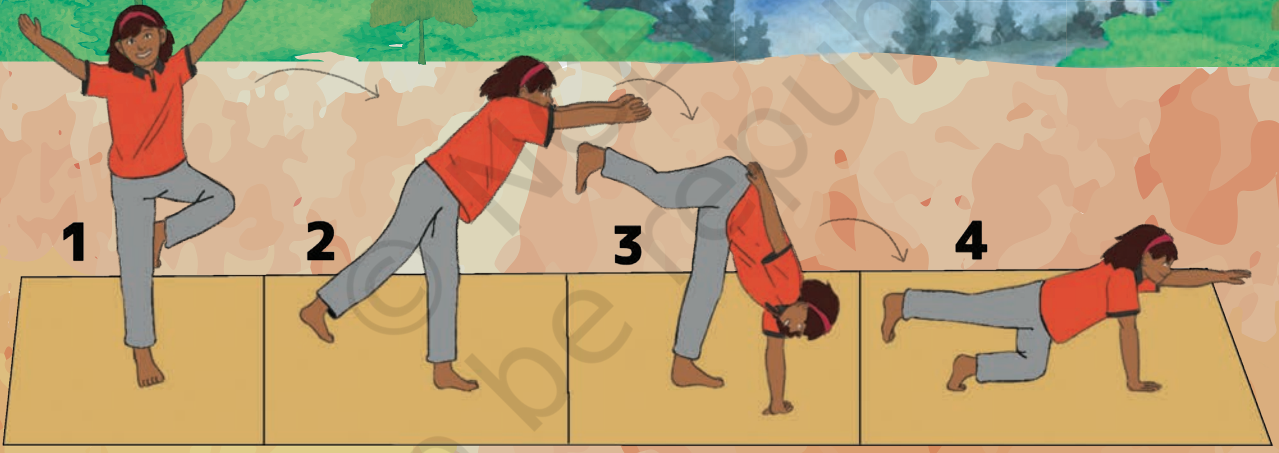
Hold your Ground

Required Material

Marking powder
Music player

How to play

- Draw four boxes on the ground. Each box as a station represents one type of exercise explained by the teacher.
- Run, jump, walk around the boxes while the teacher plays the music.
- As the music stops, students perform the designated exercise of the box in which they stopped. Students who are able to do the exercise for more than 10 seconds move to the next round.



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Note for the teacher

Purpose
To enrich the ability to remain stable with the help of limbs in changing situations.

Variations
- Start with two stations and gradually increase the number of stations.
- Increase the hold target to more than 10 seconds.

Circle Time
Star and Wish

BM 22

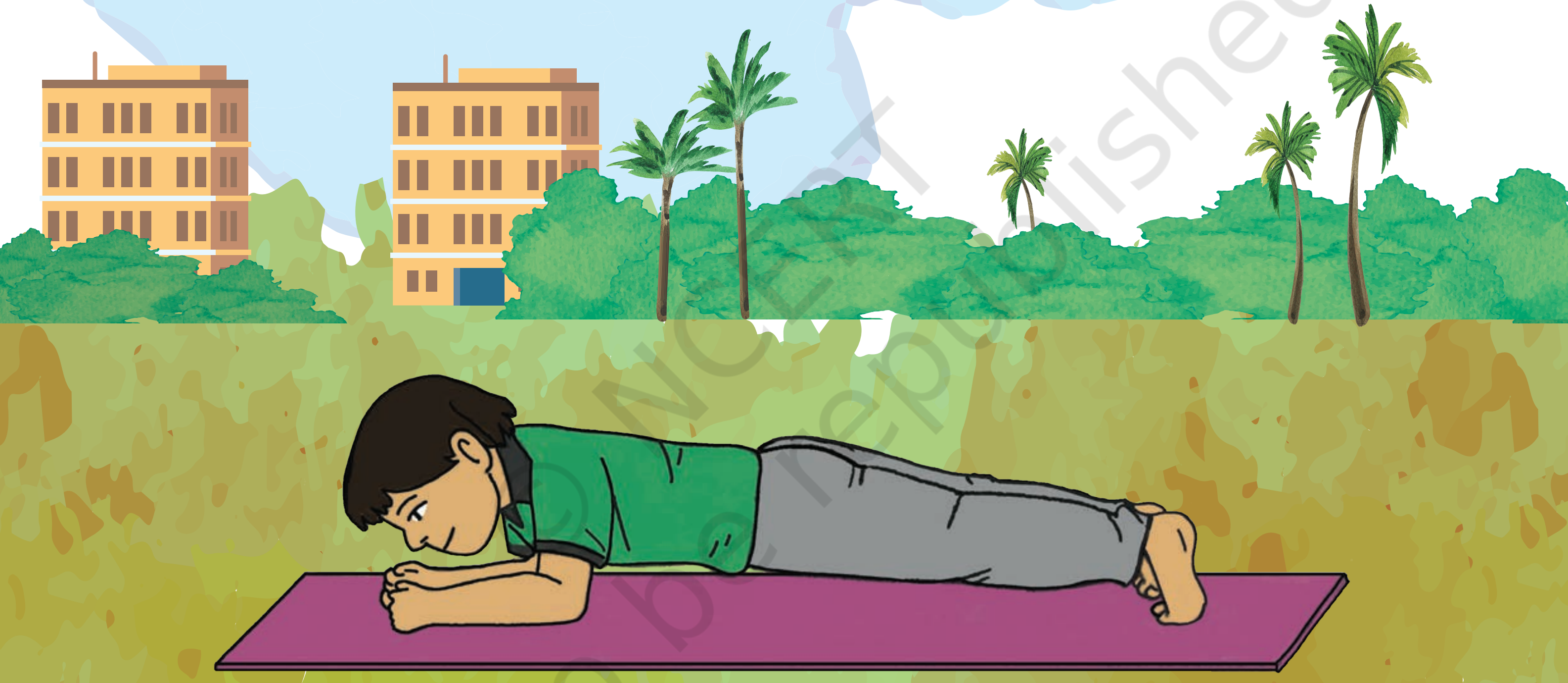
Planks

Required Material

Mat

How to play

- Lie down on your stomach.
- With the help of your elbow, lift up your body such that the body is parallel to the ground, knees are straight and lower body is on the toes.
- Try to hold the body in the same position for as long as possible. Keep a record of the time.



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Note for the teacher

Purpose

Enrichment of core muscles, mental strength and will power.

Variations

- Start with the knees, bend on the ground and slowly move on to the advanced stage.
- Improve the time, starting from 2 seconds and moving up to 10 seconds.

Circle Time

Identify the areas of the body where you felt the stress.

BM 23

Find the House

Required Material

Hoops

How to play

- Mark a big circle and place hoops inside it. The number of hoops should be less than the number of players.
- The game starts at the blow of the whistle. Students start running or skipping around the big circle.
- On the blow of the second whistle, students should jump in the hoops placed inside the circle.
- Those who do not find a hoop will be eliminated.
- Now, for the second round reduce the hoops, and the game resumes till there is only one player left.

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Note for the teacher

Purpose
Nurturence of mental acuity, decision making and quick reaction time.

Variations
- Use movements of different animals while running around the circle.
- The number of players around a circle and the number of hoops can be varied.

Circle Time
Star and Wish

BM 24

Chor-Police

Required Material

Marking powder

Balls or any other object

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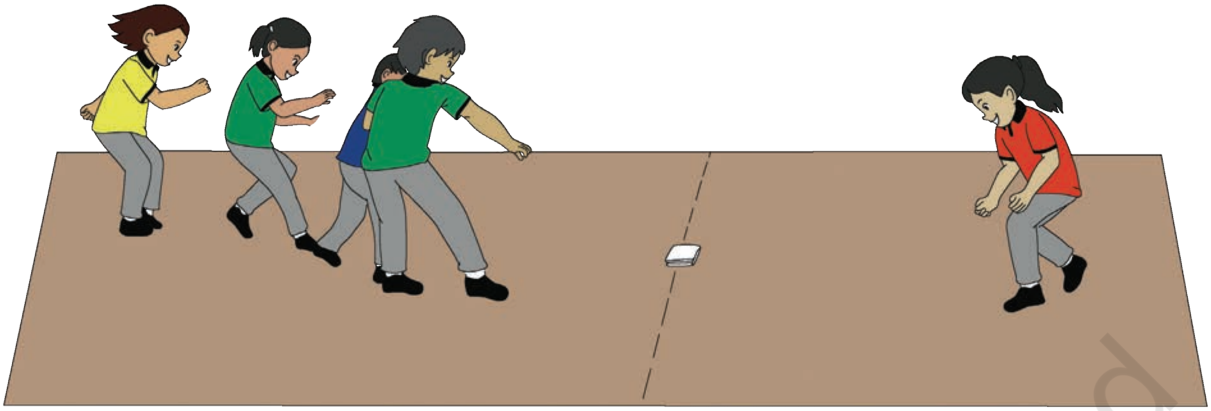

How to play

- Divide the area into two parts and place an object at the centre of the playing area.
- One student will be the police guard and others will be the thieves who try to take the object from the centre.
- The thieves will stand on one line facing the object in the centre. The guard will stand facing away from the object.
- Thieves move towards the object when the guard is looking away. When the guard turns towards the team, players have to freeze like statues.
- Whoever is caught moving will be out. The game continues till someone steals the object. That person becomes the next guard!

Note for the teacher

Purpose
Enrichment of cognitive abilities, balance and coordination and enhanced brain function.

Variations
- Try moving like different animals.
- The number of objects and guards can be increased.

Circle Time
Star and Wish

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BM 25

Shuttle Run

Required Material

Hoops

Soft balls

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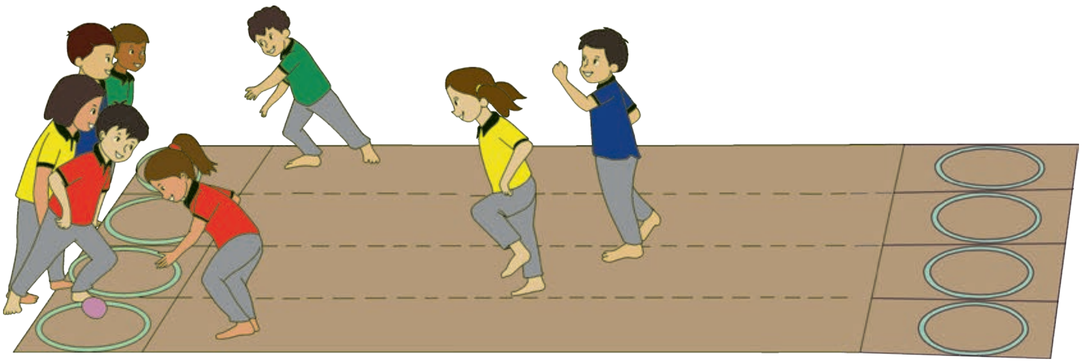

How to play

- Mark two lines and place hoops on both the lines. Place four balls in each hoop on the far line.
- Form teams of four members each. Teams stand in the queue behind the empty hoops, marking it as the starting point.
- The game starts on the blow of the whistle. The first player in each group skips (movement like horse) and goes to the far end to pick up a ball from the hoop.
- After picking up the ball from the hoop, the player returns back to the starting line and drops the ball in their team's empty hoop.
- The next player in each group starts trotting as soon as the previous player drops the ball in the hoop. The game continues till all four players skip and bring the ball from the far end of the hoop.
- The team that finishes first wins the game.

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Note for the teacher

Purpose
Development of agility, coordinative ability.

Variations
- Use backward walk to come back.
- A number of obstacles can be added in the playing area.

Circle Time
Star and Wish

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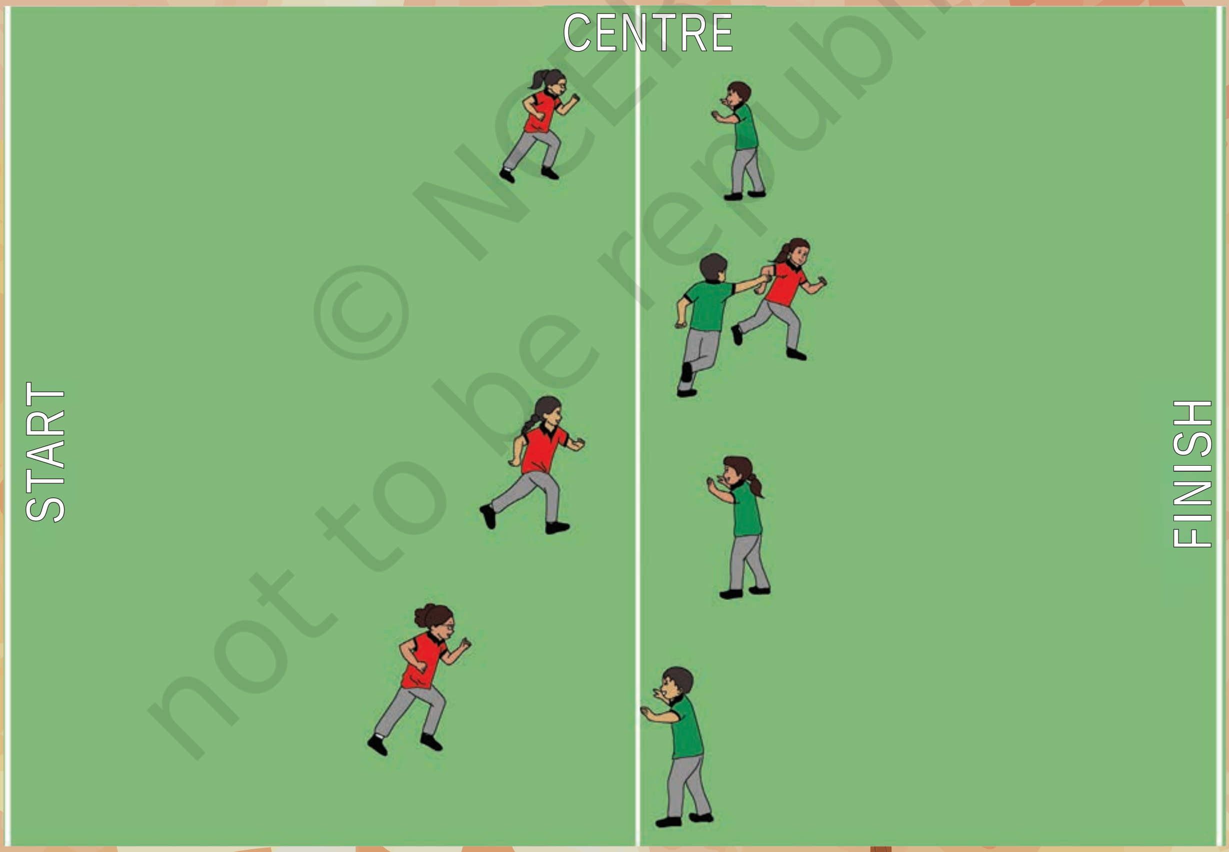
BM 26

Dodging

Move to Safety



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How to play

- Make two groups. Mark three lines on the ground—Start line, Centre line and Finish line.
- One group called Runners will stand on the starting line and the other group called Chasers will stand at the centre line.
- Runners have to run and dodge the Chasers and reach the finish line without getting touched or caught.
- The number of people reaching the finish line will be the number of points scored by that team.
- Now change the roles and play again.

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Note for the teacher

Purpose
Development of quick reaction time, agility, coordinative ability and flexibility.

Variations
- Vary the action while running from the start line.

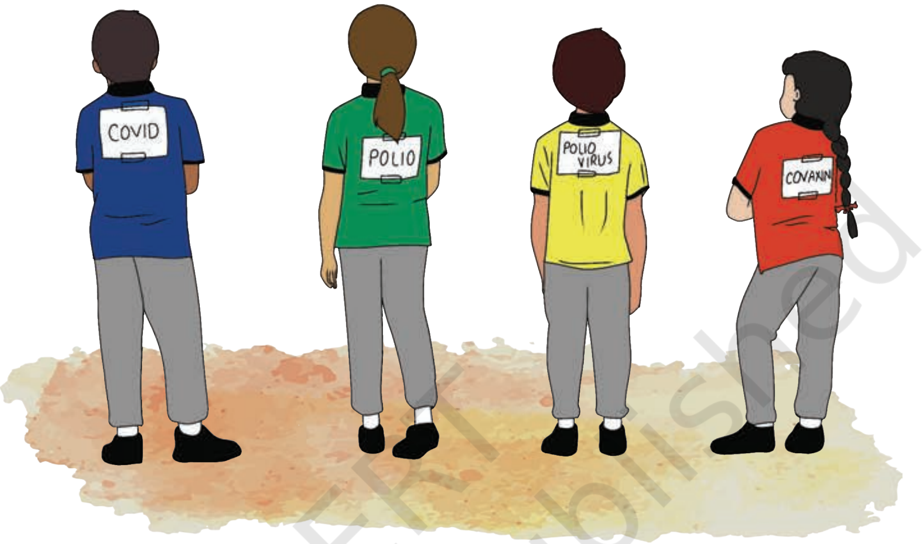
Circle Time
Star and Wish

BM 27

Vaccine *Vijayate*

Required Material

Disease and vaccine tags



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How to play

- Divide the class into two groups— one known as the Disease group, and the other as the Vaccine group.
- Write the names of some diseases on paper and tag them on the backs of the Disease group players.
- Write the names of the vaccines for those diseases on a paper and tag them on the back of the Vaccine group players.
- On the blow of the whistle, the game starts. Players from the Vaccine group try to catch the respective diseases cured by their vaccines.
- Note the time in which all the players of the Disease group are caught by the Vaccine group.
- Reverse the roles. The Disease group players catch the respective vaccine member.
- Note the time taken by the Disease group to catch all the Vaccine members. The group that takes less time wins.

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Note for the teacher

Purpose
Familiarisation or development of awareness towards immunisation and vaccination, avoiding fear of pricking.

Circle Time
Discuss different types of diseases and their vaccines.

Notes

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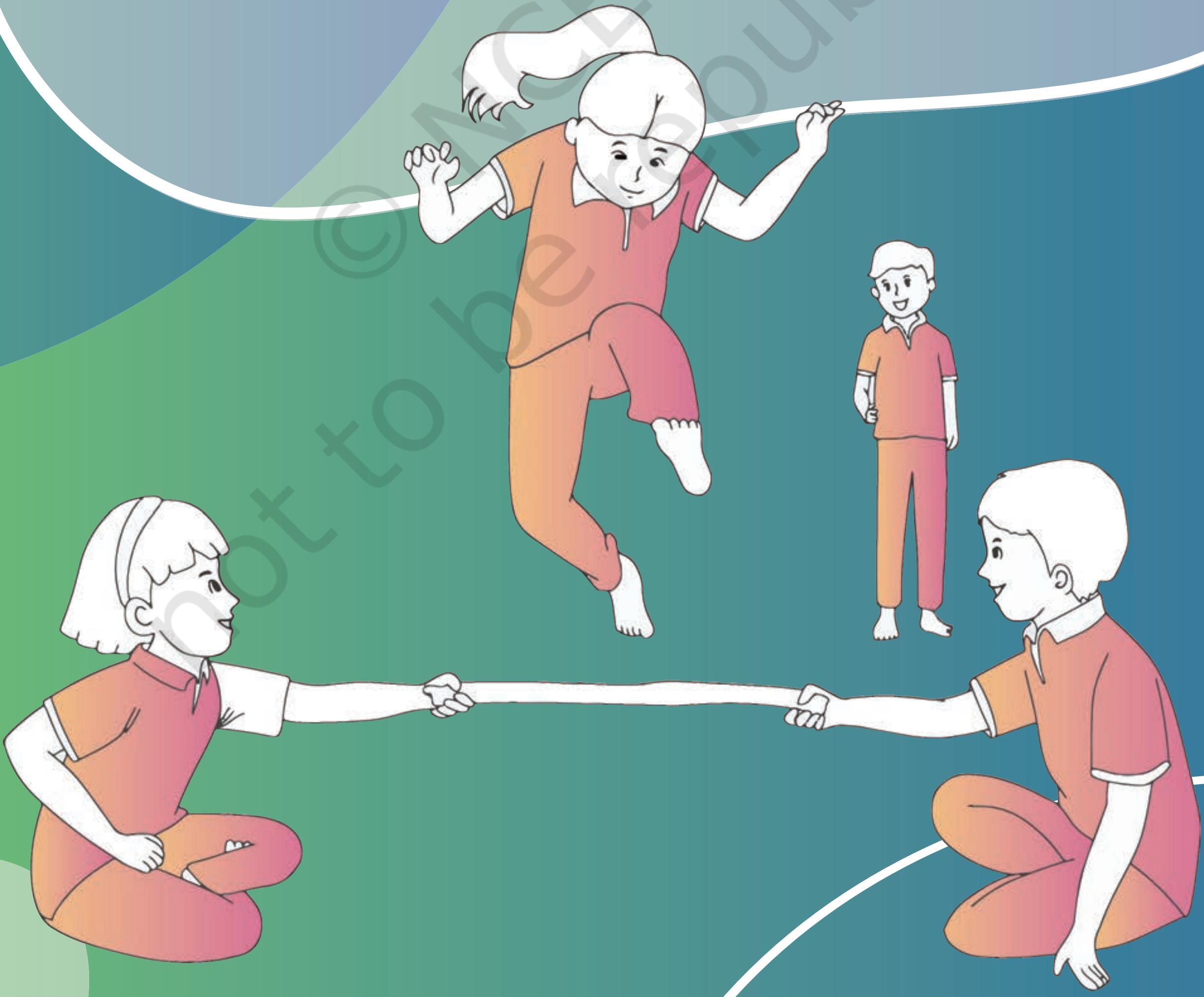
UNIT 2

Our Games

About the unit

Playing is natural and we all love to play when we are together. Play builds the feeling of togetherness and helps us understand each other better. While playing these games we will make sure to treat each other sensitively and with care.

Let's play these games with our friends, teachers and family members.



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Chapter 5

Local and Traditional Games

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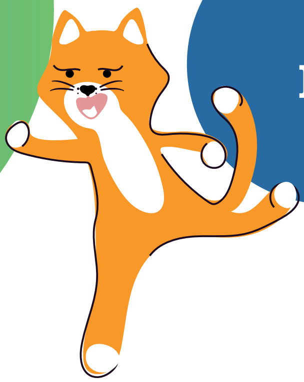
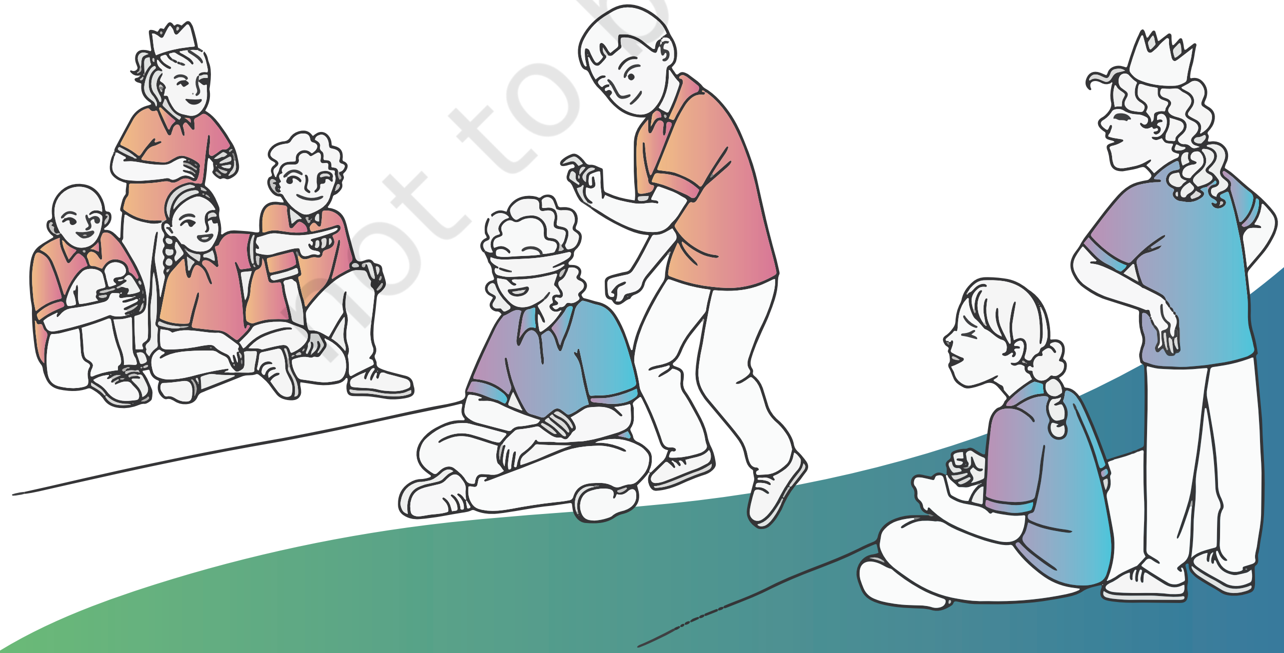


Introduction

We all play many games with our neighbourhood friends. Every region in our country has some games that are specific to that region. In this chapter, we will learn to play and enjoy some games that are played across the country. While playing these games and enjoying together, we will learn to treat each other with kindness and become better human beings.



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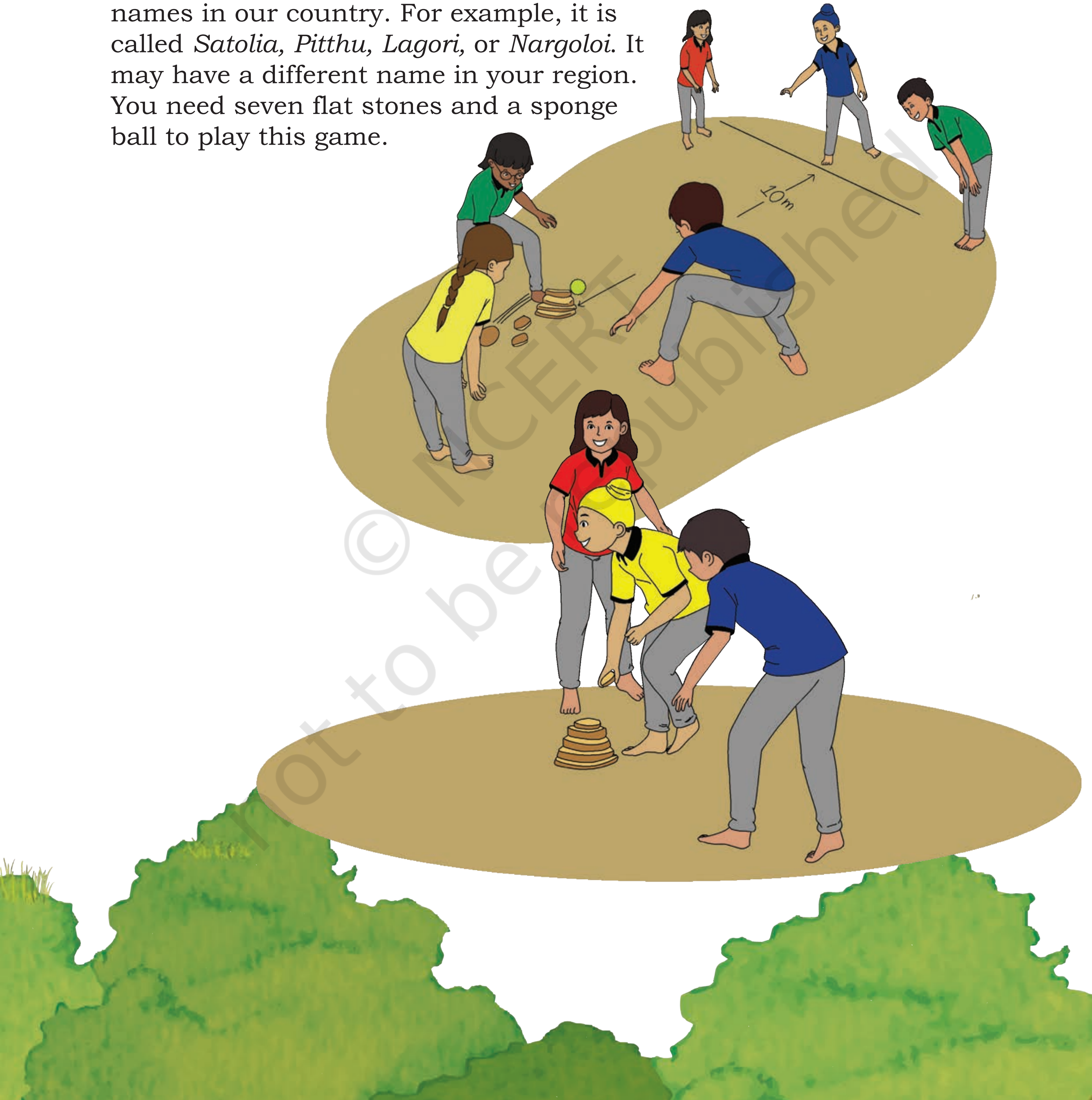
OG 1

Seven Stones

The Seven Stones game is known by many names in our country. For example, it is called *Satolia, Pitthu, Lagori,* or *Nargoloi*. It may have a different name in your region. You need seven flat stones and a sponge ball to play this game.



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How to play

- Split the players into two teams. One team is the **Throwers** and the other team is the **Defenders**.
- Place the stones on top of each other to form a small tower, each stone smaller than the one below it.
- One player from the throwers' team tries to knock down the stack of stones with the ball from a fixed distance.
- If the throwers' ball misses the stones, the defender team tries to catch the ball on bounce and the player is out. Another player gets a chance to hit the stones.
- If the player knocks down the pile of stones the fun begins!
- The defender team picks up the ball and tries to hit the players of the throwing team.
- Players from the throwing team dodge the ball and try to place the stones back in the tower.
- If any player from the throwing team gets hit by the ball the whole team is out.
- If the throwing team succeeds in putting all stones back they shout 'Satolia' or 'Lagori' and get one point.
- The team then switch roles.

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Note for the teacher

Purpose
Developing concentration, agility, accuracy, cooperation and patience.

Variations
- Decrease or increase the number of stones in the tower to change the difficulty level.

Circle Time
Discuss what you can do to avoid physical injury while playing.

OG 2

Golaap Togor

Golaap means Rose flower and *Togor* means white flower. This game can be used for learning different vegetables, fruits and places.

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How to play

- Form two teams— Team A and Team B— and select a leader for each team.
- Draw a line in the centre of the play area. The teams stand at equal distance from the line facing each other.
- The leaders secretly assign names to their players based on fruits or vegetables.
- The leader of Team A then blindfolds one team member and calls the assigned name of a player from Team B. For example— “Please come Mango”, or “Please come Brinjal”.
- The invited player from Team B approaches and taps gently on the back of the blindfolded player from Team A.
- The blindfolded player guesses the real name of the player who tapped on the back. One point is given for every correct guess.
- The leader of Team B now does the same.

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Note for the teacher

Purpose
Fostering anticipation, team building, emotional understanding, memorisation and empathy.

Variations
- Allow the players to touch the other player at multiple parts of upper body to help identify him/her.

Circle Time
Discuss the nutritional benefits of fruits and vegetables.

OG 3

Pakdam-Pakdai

This is a very commonly played game in all parts of India. It may be known by a different name in your region.

How to play

- Select one player to be the denner (den). The other players are the runners.
- Define the boundaries of the playing area so everyone knows till where they can run.
- The den stands in the middle of the playing area while the runners spread out within the boundaries.
- The den chases the runners and tries to touch them.
- Any runner touched by the den immediately becomes the next den and the game continues.

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Note for the teacher

Purpose
Developing agility, speed, quick reaction time, determination and endurance.

Variations
- Instead of running, you can hop or jump.
- Decrease or increase the area to change the difficulty level.

Circle Time
Discuss what you can do to avoid physical injury while playing.

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OG 4

Chain (*Sankali*)

This is a simple game which can be played in various patterns.

How to play

- Select one player to be the den. The other players are the runners.
- Define the boundaries of the playing area so everyone knows till where they can run.
- The den chases the runners and tries to touch one of them.
- When any runner is touched, that player joins hands with the denner to form a chain.
- The den and the newly joined players form a chain and chase the runners together. Gradually new members are added and the chain increases in length.
- The game continues till all runners become a part of the chain. The last runner remaining is the winner.

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Note for the teacher

Purpose
Developing agility, strength, determination, coordination and unity.

Variations
- Decrease or increase the size of the playing area to reduce or enhance the difficulty level.

Circle Time
Call out one good quality of your team member or a member of the other team.

OG 5

Aankh Micholi

This is very popular game in India and played with various names in different states like Bengal, Assam, Odisha and Tripura. *Aankh* means an eye and *Micholi* means closed. What is the name of this game in your region?

How to play

- Define the boundaries of the playing area so everyone knows where they can run and hide. Select one player to be the denner.
- One player whose eyes are covered with the cloth is made to stand in the centre of the play area.
- Other players spread out in the play area and keep singing "*Aao khelen aankh micholi.*"
- The denner tries to chase the other players and touch them based on the direction from which the sound is coming.
- The denner has to identify the player who is touched. If it is correct, the player becomes the new denner and the game continues.

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Note for the teacher

Purpose
Enriching keen sense of hearing, anticipation, collaboration and patience.

Variations
- Have two denners instead of one and play

Circle Time
Discuss how you feel when you all play together and how you feel when your friends are missing.

OG 6

Bitta Kud

Bitta means open strectched palm and *Kud* means jumping. This game is played either with a hand or using a cloth or a wooden stick as shown in the picture below.

How to play

- Form teams of two players each.
- One pair is selected as the den. This pair sits on the ground holding a stick or a cloth as shown in the picture below.
- All the players have to jump over this stick.
- If both the players from any team fail to jump over the stick they become the new den.
- If all the teams jump over the stick successfully the den increase the height of the stick. The game continues till all the players are tired.

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Note for the teacher

Purpose
Nurturing accuracy, leg strength, stability and courage to overcome obstacles.

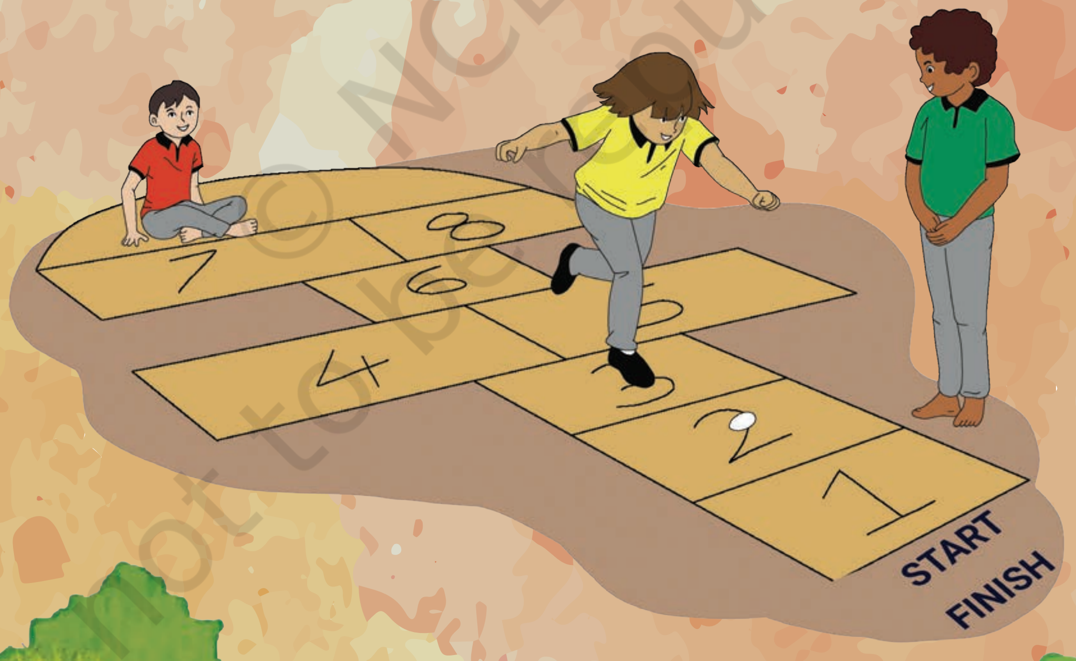
Variations
- Use hands to make various shapes of different heights.

Circle Time
Discuss how you can help the players who are unable to jump the obstacle.

OG 7

Hopscotch

This game is known by various names like *Staapu*, *Ekhat-Dukhat*, *Gutti*, etc. in different parts of our country.



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How to play

- Mark the ground with eight squares as shown in the picture on the previous page.
- The first player stands behind the starting line and throws the marker (a small flat stone) into square-1. It must land inside the square without bouncing out or touching the lines.
- The player hops from square-1 to square-8 and back, skipping the square in which the marker is placed. The player hops on one foot on a single square, and on both feet on double squares with one foot in each square.
- While hopping back, the player stops at square-2, picks up the marker, and hops over square-1 to come out. The player continues to play by throwing the marker in the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th squares.
- If the marker doesn't land in the correct square, or if a player steps on a line or hops into the wrong square, or loses balance, then their turn ends. Next time, the player starts from the square where their turn ended.
- The player who completes all the squares first wins the game.

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Note for the teacher

Purpose
Fostering leg strength, balance, stability, patience, and will power.

Variations
- Increase or decrease the size or the number of boxes to change the difficulty level.

Circle Time
Discuss what each player did to maintain their balance while playing.

OG 8

Cockfighting

This is a variation of a popular game called *Langdi* (one leg-skipping).

How to play

- Draw a circle on the ground depending on the number of players.
- Every player needs to be inside the circle.
- The purpose of the game is to push other players out of the circle or in such a way that they are forced to stand on both feet.
- The competitor starts the game with one leg to hop on and one hand resting on their shoulder.
- The game is won by the last person to remain on one leg inside the circle.

Note for the teacher

Purpose
Developing balance, full body coordination, leg, shoulder strength and resilience.

Variations
- Increase or decrease the size of the circle

Circle Time
Discuss the ways to modify the game.

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OG 9

Kumir Denga

Kumir means crocodile and *Denga* means bank of the river. This is a popular game in many parts of the country and is known by various names.

How to play

- Use chalk powder to mark the ground in multiple 'land' and 'water' areas as given in the picture below.
- One player will become the crocodile (*Kumir*) and the rest will be the runners.
- The runners are safe in the land areas but in water areas, the crocodile can attack.
- The runners should keep moving from one land area to the other while teasing the crocodile player.
- If the crocodile player catches any runner in the water areas, then the caught runner becomes the new crocodile and the game continues.

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Note for the teacher

Purpose
Nurturing leg strength, alertness, quick reaction time, and dynamic and static balance.

Variations
- You can try different things like hopping or jumping while crossing.

Circle Time
Discuss what you did to dodge the *Kumir* (Crocodile).

OG 10

Hum Phoolon Ki Sadak Par Chalte Hain

This game is played with different slogans in local languages. To make it meaningful, new slogans may be created for your school.

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How to play

- Draw a straight line on the field.
- Form two teams that will stand on opposite sides of the line at some distance.
- The first team walks towards the line and says, "We walk on the road of flowers" *(Hum phoolon ki sadak par chalte hain).*
- The second team also approaches the line and replies— "We walk in the cool breeze" *(Hum thandi hava me chalte hain).*
- Then the first team asks— "Who do you want to take?"
- The second team responds by taking the name of a player from the first team. For example, "Gouri."
- Then the first team again asks— "But with whom?"
- The second team then takes the name of a player from their own team. For example, "with Radha."
- The first team accepts the challenge and responds— "Take her if you can".
- Now these two choosen players stand on the opposite sides of the line and try to pull each other.
- Whoever gets pulled becomes a member of the opposite team and the game continues with two new players.

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Note for the teacher

Purpose
Discovering potential and enriching overall strength of the body, and team spirit.

Variations
- Two players from each side can be engaged in the challenge.

Circle Time
Discuss why it is important to choose players of equal strength as opposed to always choosing the weakest.

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OG 11

Dodge Ball

This is a popular game played in all regions of our country. A softball may be used in the game to avoid injury.

How to play

- Select one player to be the **Den**. The other players can be the **Dodgers**.
- Draw a big circle on the ground. The den will stand in the centre of the circle while the dodgers will stand on the boundary of the circle.
- The den tries to hit the dodgers using a soft ball.
- The dodger who gets hit becomes the new den and the game continues.

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Note for the teacher

Purpose
Strengthening agility, concentration, accuracy and self defence.

Variations
- The game can be played with two denners.

Circle Time
Discuss the movements which were more useful in dodging the ball.

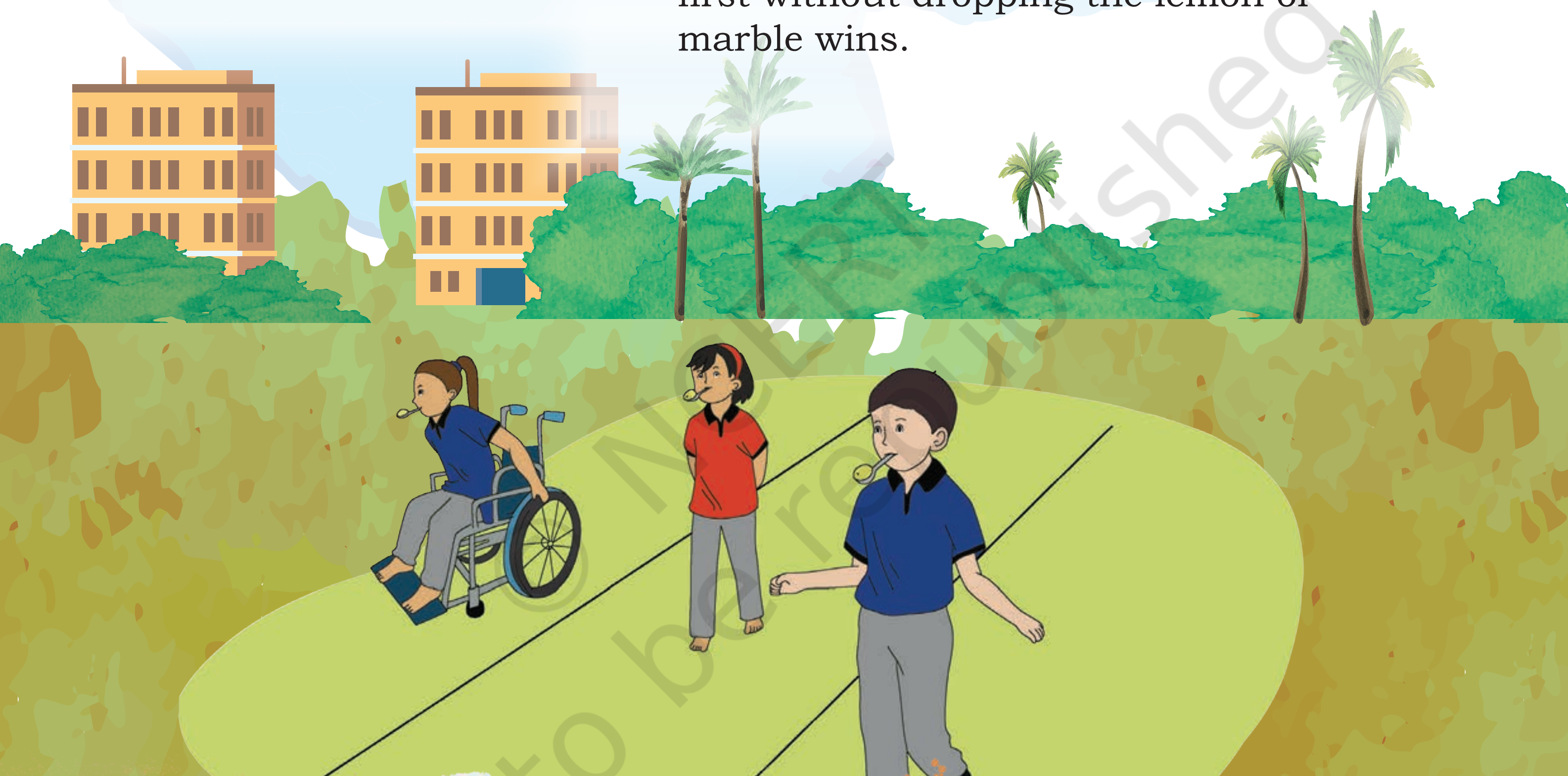
OG 12

Spoon Race

This is a popular game played by people of all ages. It is played with a table spoon, and a lemon or a marble.

How to play

- Draw a start line, a finish line and tracks for the players to run.
- All the players stand behind the start line with the spoon (having a lemon or a marble on it) in the mouth.
- On the blow of the whistle, players start walking towards the finish line.
- The player who reaches the finish line first without dropping the lemon or marble wins.



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Note for the teacher

Purpose
Enriching concentration, balance, determination and neck muscle strength.

Variations
- Play it with arms extended in front or back.

Circle Time
Discuss how concentration played a role in the game. Discuss what happens when you play it with arms in front and back.

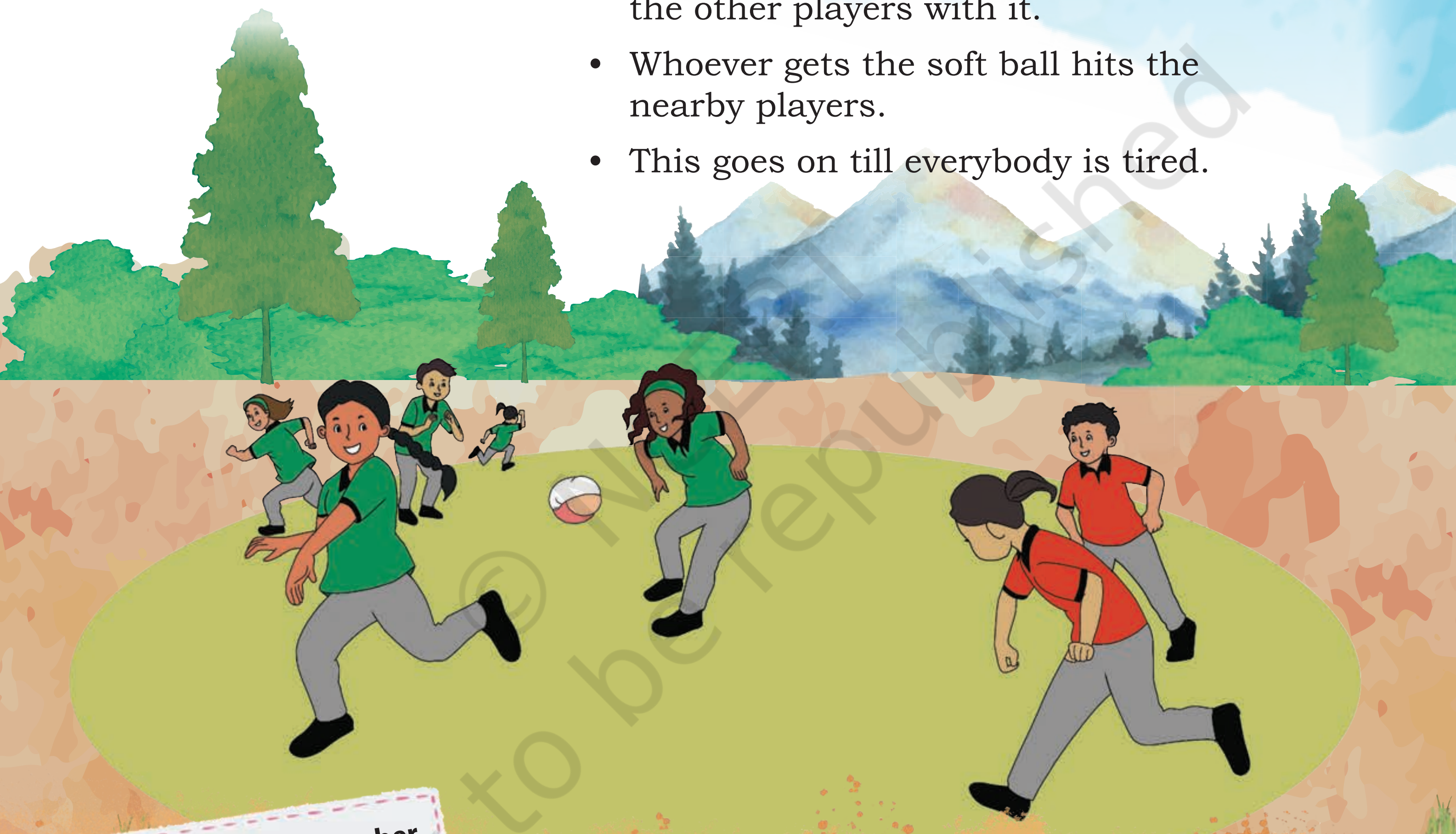
OG 13

Gadda Maar

This is a popular game played in all regions. A softball may be used in the game to avoid injury.

How to play

- Make a cloth ball and define the play area.
- To start the game, one player takes the ball in hand and asks, “Are you all ready?”. The other players say, “Yes” and start running around.
- The player with the soft ball tries to hit the other players with it.
- Whoever gets the soft ball hits the nearby players.
- This goes on till everybody is tired.



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Note for the teacher

Purpose
Fostering accuracy, focus, agility, self defence and quick reaction time.

Variations
- Assign points to specific areas that are hit. For example— five points for below the waist and two points for the torso.

Circle Time
Discuss different kinds of injuries which can happen due to the game and some precautions to avoid injuries.

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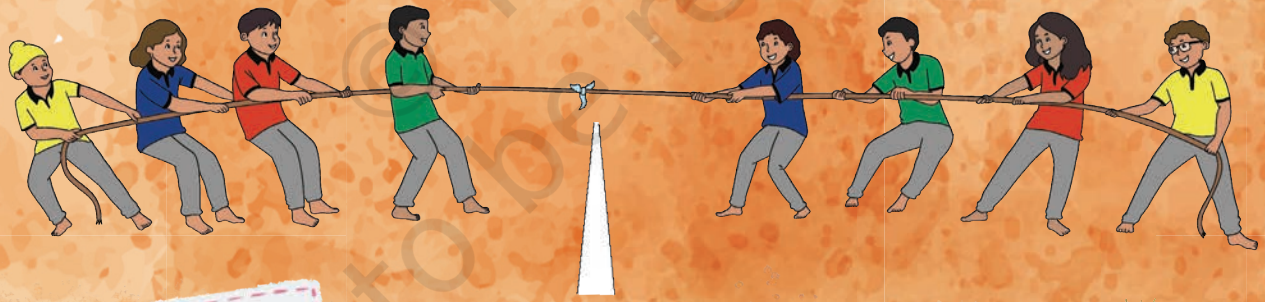
OG 14

Tug of War

Tug of war is an ancient game played all over the world. In some parts of India it is known as *Rassa-Kashi* or *Vadam-Vali*. It is a centre of attraction in various local fairs. It should be played with care to avoid injuries.

How to play

- Draw a line in the centre of the play area and make the two teams stand on the opposite sides of the line.
- Take a big rope and all the players hold it firmly as shown in the picture below.
- The game starts on the blow of the whistle. Each team pulls the rope towards their side.
- The winner of the game is the team that pulls the opposite team beyond the centre line.



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Note for the teacher

Purpose
Nurturing overall strength, determination, strategy, and team work.

Variations
- Hold the rope just behind your waist.

Circle Time
Discuss what strategy you used to place the players.

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OG 15

Three-legged Race

This is a common game played all over the country. One of its versions, with some variations, is played in paralympics.

How to play

- Form teams of two players each.
- Tie the right leg of one player with the left leg of the other using a piece of cloth to create three legs.
- Every team runs to the finish line. The team that reaches the finish line first is the winner.

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Note for the teacher

Purpose
Enriching coordination, balance, determination, respect.

Variations
- One player can be blindfolded and the wrists of both the players are tied to each other.

Circle Time
Discuss different challenges faced while running with others and how to work on coordination.

OG 16

In and Out

This game has different names in different regions like *Jal-Thal, Talyat-Malyat, Kullam-Kara,* etc.

How to play

- Draw a large ring. All the players stand just outside the ring and follow the teacher's instructions.
- When the teacher says *Kullam* (pond), the players jump inside the ring and when the teacher says *Kara* (bank), the players jump outside the ring.
- The teacher gives random instructions of *Kullam* and *Kara*, The players who make a mistake in following the instructions are declared out.

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Note for the teacher

Purpose
Developing leg strength, attention, and quick reaction time.

Variations
- The speed of commands can be increased or decreased.

Circle Time
Discuss how to pay keen attention to the teacher.

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OG 17

Light and Shade

This game is known by various names such as *Dhoop Chaanv*, *Andhiyaari Anjori*, etc. *Andhiyaari* means shade and *Anjori* means light.

How to play

- Form two teams, a Light team and a Shade team.
- The Shade team will take position in shadows and the Light team will be in light.
- Both teams will then try to move into the opposing teams area. If a Shade team player is touched by any player of the Light team in light, then that player becomes the player of the Light team and vice versa.
- This keeps going until there are no more players in one of the groups.

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Note for the teacher

Purpose
Fostering agility, quick reaction time, and team work.

Variations
- Increase or decrease the light and shadow points.

Circle Time
Discuss some ideas to increase the difficulty level of the game.

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Notes

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UNIT-3
Yoga

About the unit

Yoga helps us in developing a healthy body and a healthy mind. Good health, positive behaviour and mental strength are very important for our happiness. These things can be achieved through healthy habits of eating, regular exercise, practicing personal hygiene, thinking positive and being kind to others.

In this unit, we will learn about different aspects of Yoga— how to be a sensitive person, how to care for others, how to make our body strong and flexible and how to have a calm mind.

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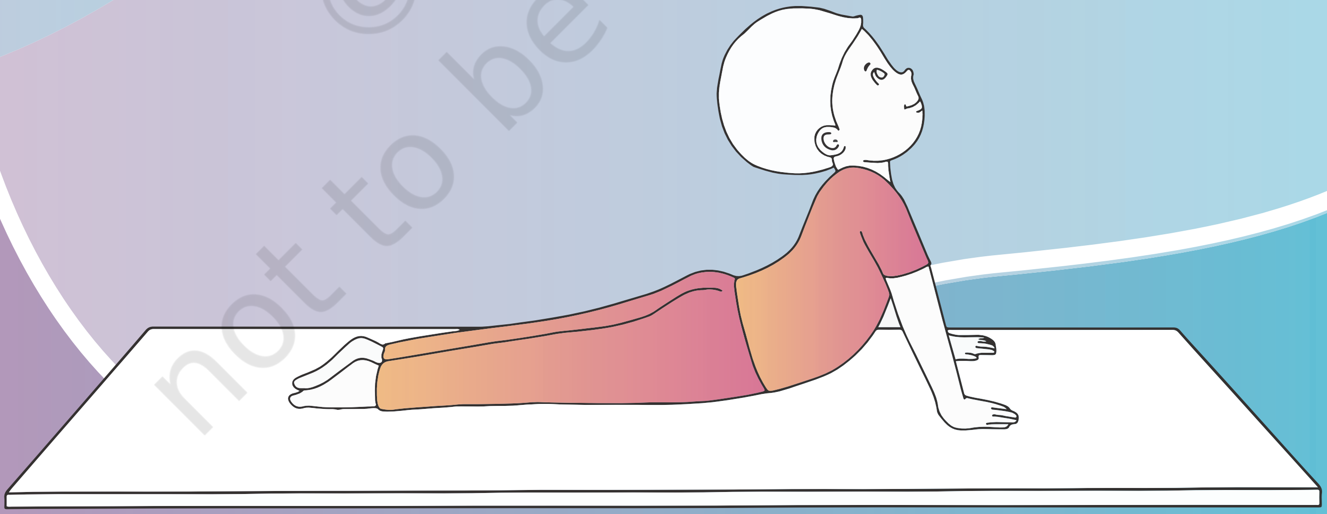

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Chapter 6

Yoga for Daily Life

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YG 1

Being Happy

We do many things every day, like playing, gardening, colouring and singing, that make us happy. Tick all the activities that you enjoy.

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☐ Gardening

☐ Playing with friends

☐ Playing with pets

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☐ Colouring

☐ Singing and dancing

☐ Playing with water

☐ Eating together at home

☐ Studying

☐ Listening to stories

1. Do you like any other activities? If yes, write them below.

____

____

2. Share your experiences of happy moments with your friends in the class.

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Being Healthy

Which activities do you think help us to be strong and healthy? Tick them.

☐ Eating nutritious home food

☐ Exercising daily

☐ Practicing cleanliness

☐ Cycling

☐ Playing games

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☐ Having a sound sleep ☐ Playing in the park ☐ Swimming

1. Discuss in pairs about the importance of each activity given above.
   (a) How do you feel after exercising?
   (b) How many hours do you play on the ground each day?
   (c) How many hours do you sleep?

2. What kind of food do you like?
   (a) ______________________________
   (b) ______________________________

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Being Kind

By being kind to others we make them happy. Look at the pictures carefully and tick the actions you do—

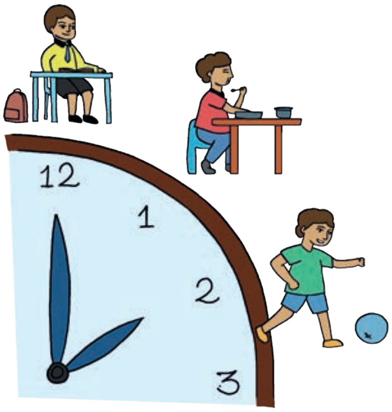
☐ Showing gratitude

☐ Helping elders

☐ Respecting elders

☐ Helping in household chores

☐ Keeping the surroundings clean



☐ Doing things on time

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☐

Caring and sharing with siblings

☐

Being friendly

☐

Feeding birds and animals

1. Discuss with your friends in a small group:
   (a) How do you feel when you fight with your friends?
   (b) What do you do if your friend falls down and gets hurt?
   (c) What do you do when you see an old person pulling heavy luggage?
   (d) How do you feel when someone says 'thank you' to you?
2. How do you want your friends and others to behave with you? Share your thoughts with the class.

Everyone wants to be happy all the time! Well, now you have an idea of what activities keep you healthy and make you happy.

Note for the teacher

Encourage children to share their experiences of being happy, healthy and kind.

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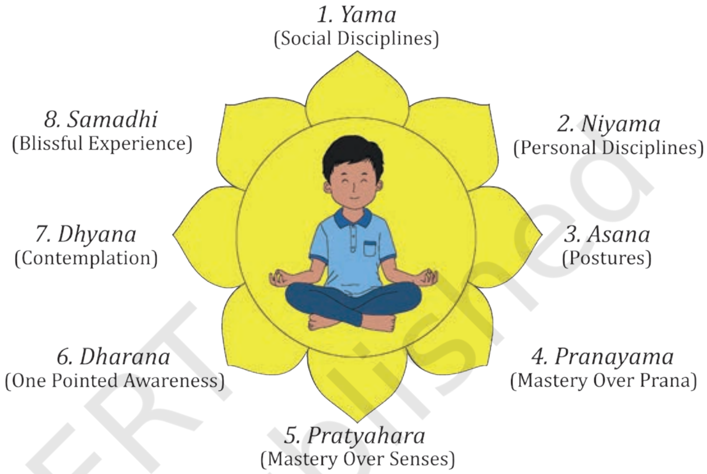
Ashtanga Yoga

Dear Students, do you know that there is an amazing way to make us happy, healthy and a good person? It is called Yoga. It has eight aspects and hence it is called *Ashtanga* Yoga. If we practice these eight aspects daily, our life can become joyful. Try to remember the names given in the picture. We shall learn more and more about each of these steps in future classes. Let us start our Yoga journey from *Yama* and *Niyama*, the first two steps of *Ashtanga* Yoga.



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YG 2

Yama (Good behaviour)

Yama means friendly rules, like sharing your toys and being kind to your friends. It is about doing the right things and being nice to everyone. There are five Yamas— *Ahimsa, Satya, Asteya, Bramhacharya*, and *Aparigraha.* We shall learn one Yama in each class. In Class 3, we shall learn about *Ahimsa.*

Ahimsa means not to hurt others in what we do, what we say, or what we think. It is about being

kind to all people, animals, birds, and plants.

The following story of Siddhartha gives you one such example.

Siddhartha's kindness

Once upon a time in the kingdom of *Kosala Desha*, there were two princes. Prince Siddhartha was known for his gentle and kind nature, while his brother, Prince Devadatta, was harsh and rude.

One day, while the princes were playing with their bows and arrows, Devadatta took aim at a graceful swan flying above them. Before Siddhartha could react, the arrow struck the swan, causing it great pain. Acting quickly, Siddhartha, along with some guards, rushed to help the wounded bird. They attended to its injuries with care.

Siddhartha continued to look after the swan for several days until it had fully recovered. Finally, he

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released the healed swan, allowing it to return to its family.

Activity

1. Discuss with your friends in small groups:
   (a) Which character did you like in the story—Prince Siddhartha or Prince Devadatta?
   (b) If you were Siddhartha what would you have done?
   (c) Share with your friends a few occasions when you helped others.
2. Tell this story at home and discuss the following things:
   (a) When someone hurts us, how do we feel?
   (b) If we have hurt anyone in the past, what should we do now?
   (c) How can we be kind to people, animals, birds, and plants around us?

We feel happy when others show kindness and compassion to us. This is *Ahimsa!* Similarly, we should also be kind and compassionate to others including to nature, animals, birds and insects.

Hope you all enjoyed the story of Siddhartha. Now let us understand the concept of *Shaucha* through a story.

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Note for the teacher

Narrate local stories about *Ahimsa*. Ask children if they have had similar experiences of showing kindness towards animals, birds, insects or plants.

YG 4
Niyama (Good Habits)

We need to do certain things everyday to form good habits. *Niyamas* are our daily routine activities, such as brushing teeth, doing homework, daily prayers, etc. There are five *Niyamas*— *Shaucha, Santosha, Tapas, Svadhyaya, Ishvarapranidhana.*

We shall learn one *Niyama* in each Class. In Class 3, we shall learn about *Shaucha.*

Shaucha means keeping our body, mind and surroundings clean. We must take a shower, brush our teeth, wash our hands, etc. daily to keep our body clean. We should also keep our mind clean by not getting angry, speaking kind words and being polite to all.

The "Laddoos in the Fair" story will help you to understand the importance of cleanliness. Let's read it.

Do you Know?

Good habits are like a river making marks on the stone. We have to practice them everyday for many years. Once they are formed, they stay with us for our whole lives.

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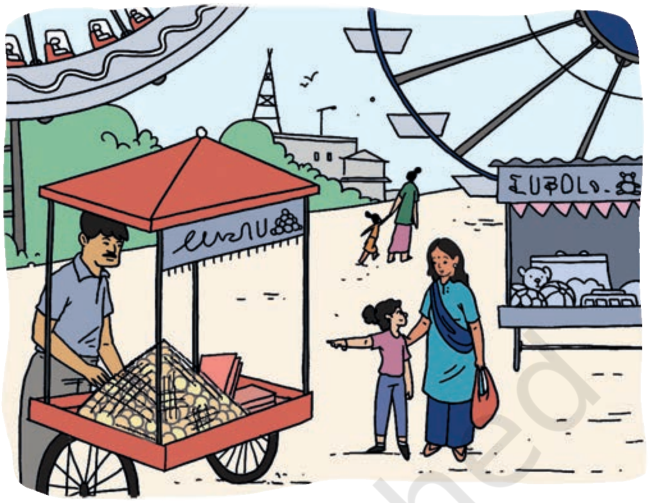
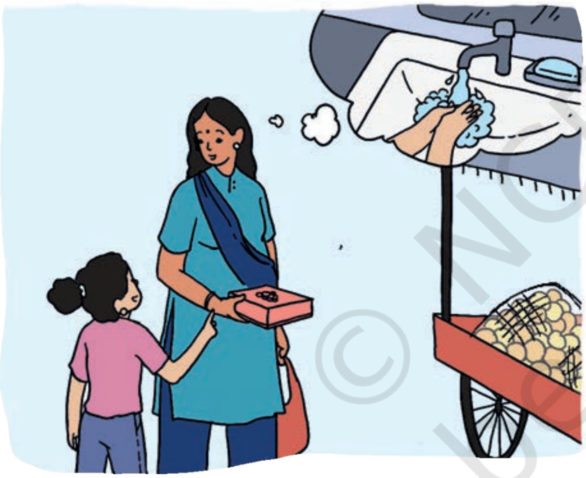
Laddoos in the fair



Asha was a little girl who loved to eat. She was very fond of sweets and snacks. One day, her mother took Asha to a village fair. There were many shops selling toys and sweets. Asha saw her favourite laddoos and asked her mother to buy one for her.



Her mother got some laddoos and told Asha to eat them when they go home. "Do not forget to wash your hands before eating because you have touched so many objects here in the fair", said her mother.

Asha could not resist eating a laddoo; she took one laddoo and ate it when her mother was busy talking to her friend.

Note for the teacher

Narrate stories about *Shaucha* (personal hygiene and cleanliness). Discuss the importance of cleanliness at home and in school with an emphasis on what children can do to keep themselves and their surroundings clean.

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The next day, Asha developed a stomach ache and her mother had to take her to a doctor and get some medicine.

Asha remembered the words of her mother—she should have come home, washed her hands and then eaten the laddoo.

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Activity

When do you wash your hands? Tick the relevant sentences below:

1. Before and after eating food.
2. After playing in the mud.
3. After using toilet.
4. After touching one's feet.

Trace your own hand and write a slogan on it related to cleanliness like "Clean hands are safe hands".

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YG 5

Tick the activities that you do every day.

1. Brushing teeth in the morning and at night
2. Taking a shower.
3. Talking to friends with kind words.
4. Washing hands before and after eating.
5. Listening to stories.
6. Not fighting with siblings.
7. Sharing things happily with others.
8. Watching the Sun rise.
9. Covering your mouth with your hands when you cough.
10. Throwing waste in the dustbin only.

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Good habits

How to eat ?

Eat together with the family.

Appreciate your food and eat happily what is served in the plate.

Do not waste food.

How to sleep ?

Read or listen to a good story and sleep early.

Do not watch TV or use mobile phones before sleeping.

Get up early before sunrise.

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Chapter 7

Yogic Practices (Yoga *Sadhana*)

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YG 6

Introduction

So far, we have learned about *Yama* and *Niyama* which helps us to be kind and develop good habits. Now, let us continue our Yogic journey to learn about *Asana* which is the third step of *Ashtanga* Yoga.

Have you observed animals, birds, trees and mountains? It is fun to mimic them. Let us try some of the poses mentioned below.

Pretend to be a mountain, and stretch your back with your hands and legs down.

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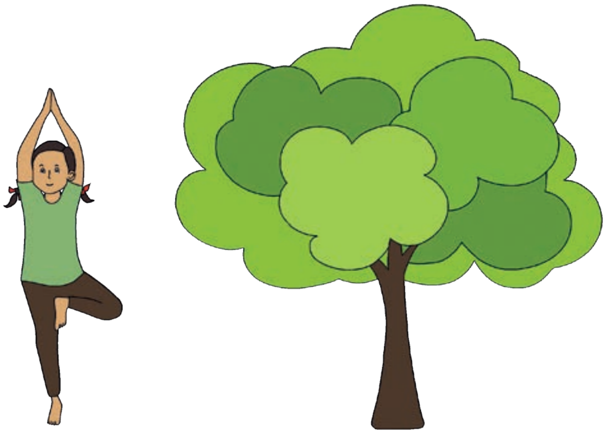
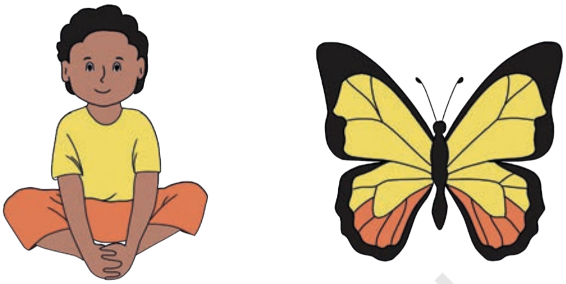
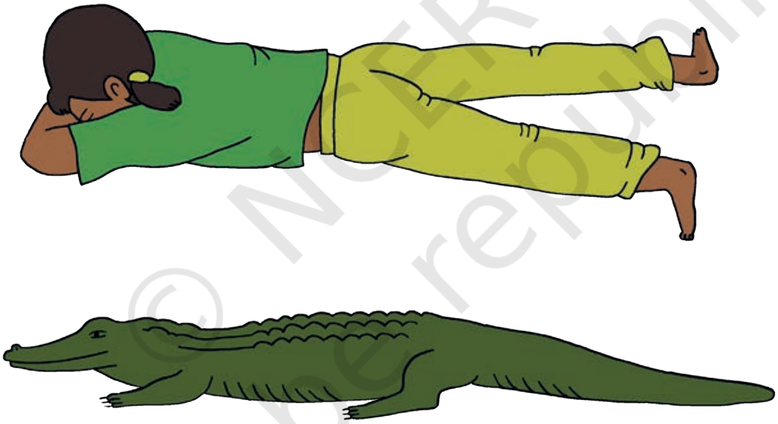




Now, let's be tall and strong like a tree. Stand on one leg and raise your arms like its branches.

Pretend to be a butterfly and flap your legs just like its wings.



Finally, relax like a crocodile.

Did you enjoy these poses? Which one did you like the most?

Yoga has many *Asanas* which are similar to what you practiced above. These energise the body and help us to be healthy.

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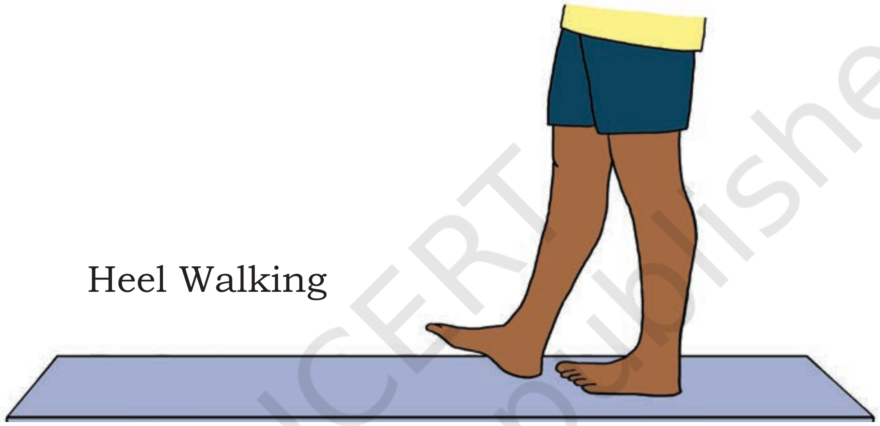
YG 7

Preparatory Practices

Let us get ready to move and feel energised for our Yoga *Asana* practice! First, let us have some fun. Walk on your heels.

Notice how it feels different from regular walking.



Heel Walking

Now, let us be like frogs and jump around!

Frog Jumping

Note for the teacher

Some more loosening practices such as— toe walking, walking on the inner side and outer side of the foot, simple jumping, forward and backward bending, neck movements, etc. can be taught to the children.

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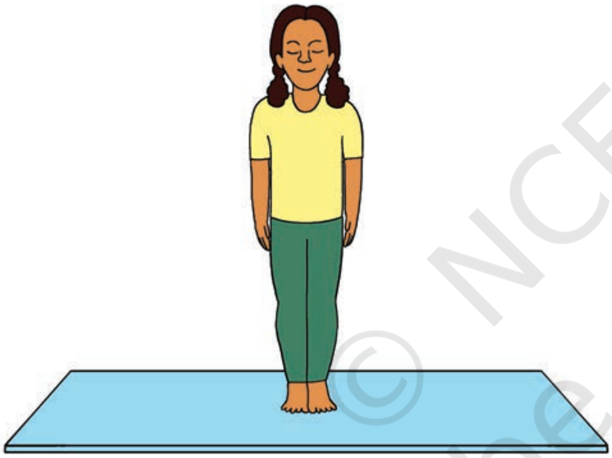
YG 8
Basic Postures

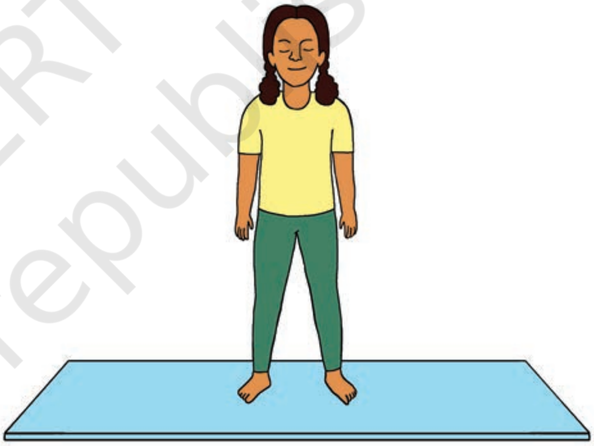
Broadly, there are four types of *Asanas* that are classified on the basis of one's position, namely, Standing, Sitting, Prone and Supine. Each type of *Asana* has an initial posture *(Sthiti)* and a final posture of relaxation (*Vishranti*).

1. Standing

Sthiti — *Tadasana*



Vishranti — *Shithila Tadasana*



2. Sitting

Sthiti — *Dandasana*

Vishranti — *Shithila Dandasana*

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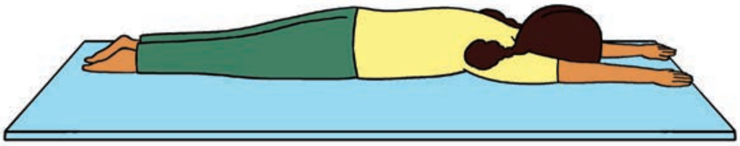
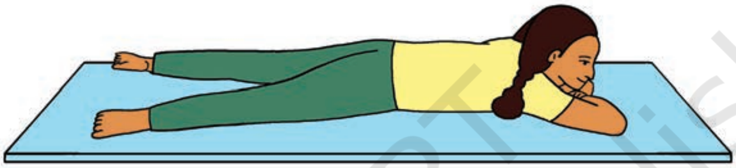
3. Prone

Sthiti — Lying down on the abdomen

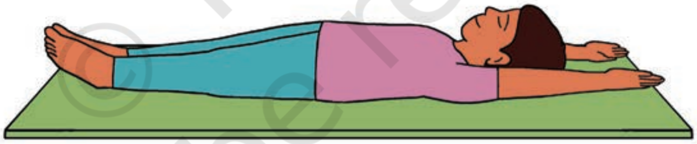


Vishranti — *Makarasana*



4. Supine

Sthiti — Lying down on the back



Vishranti — *Shavasana*

Note for the teacher

Encourage children to keep the spine erect and explain the importance of the same. Help and ensure that all children perfect the *Sthiti* and *Vishranti* for all four positions. In *Vishranti,* children should completely relax, and no muscles should be tight.

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YG 9
Asana Practice

Initial Position *(Sthiti)* → *Asana* → Relaxation *(Vishranti)*

In Class 3 we shall perform the following *asanas* under the guidance of the teacher—

1. *Vrikshasana*
2. *Sukhasana*
3. *Vajrasana*
4. *Bhujangasana*
5. *Pavanamuktasana*

Perform each asana according to the steps provided.

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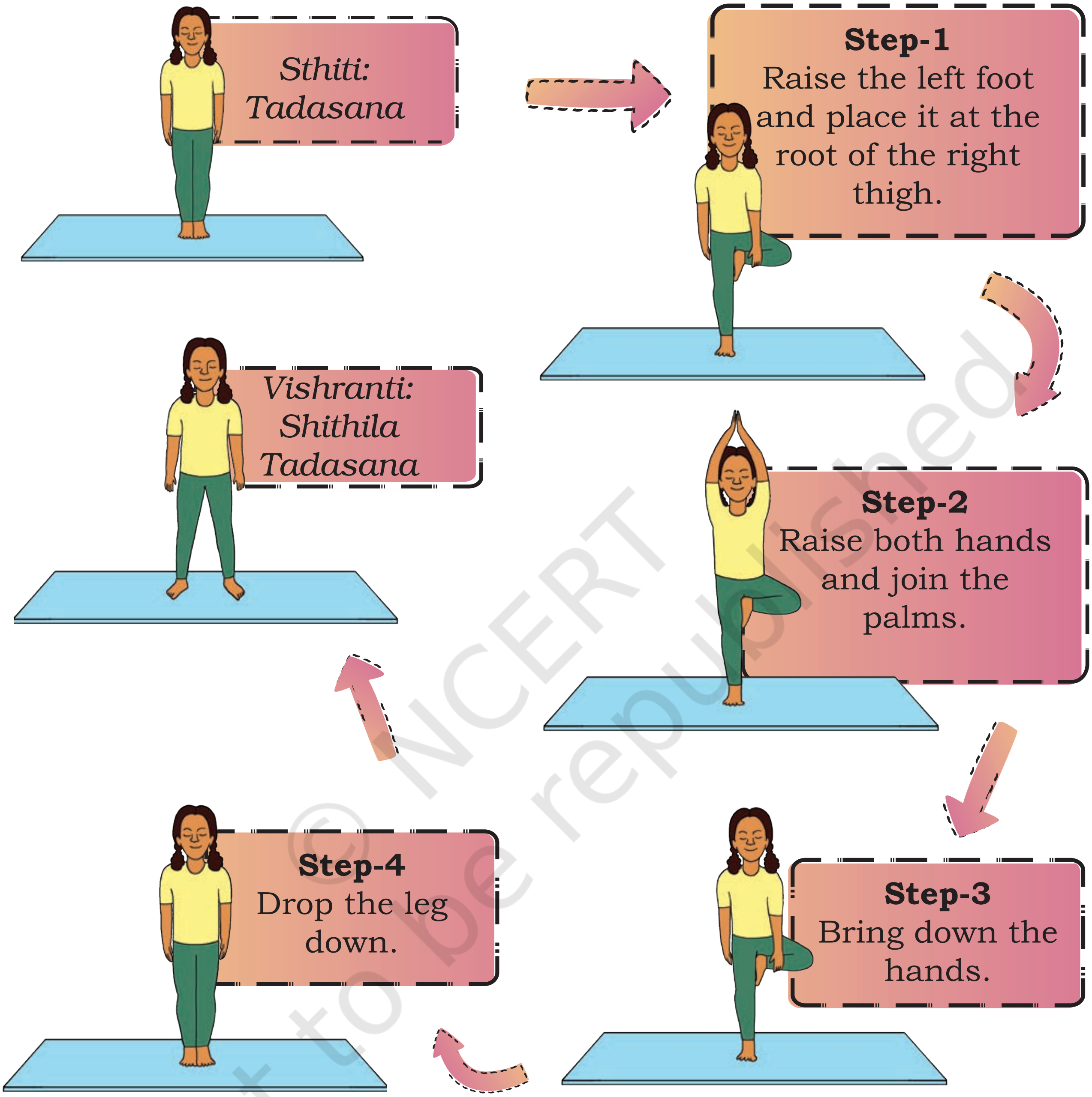
1. Vrikshasana



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Repeat the *asana* but this time with the right foot placed at the root of the left thigh.

Note for the teacher

As the students reach Step 2, advise them to focus on a point to maintain balance for a few seconds.

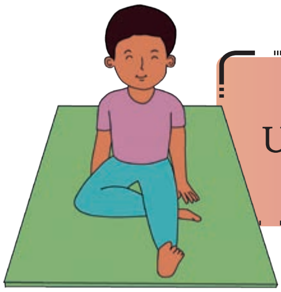
2. Sukhasana

Sthiti: Dandasana

Step-1
Fold the right leg and place it below the left thigh.

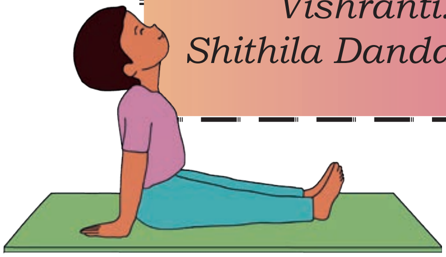
Step-2
Fold the left leg and place it below the right thigh. Keep the back erect.

Step-3
Unfold the left leg.



Step-4
Unfold the right leg.

Vishranti: Shithila Dandasana



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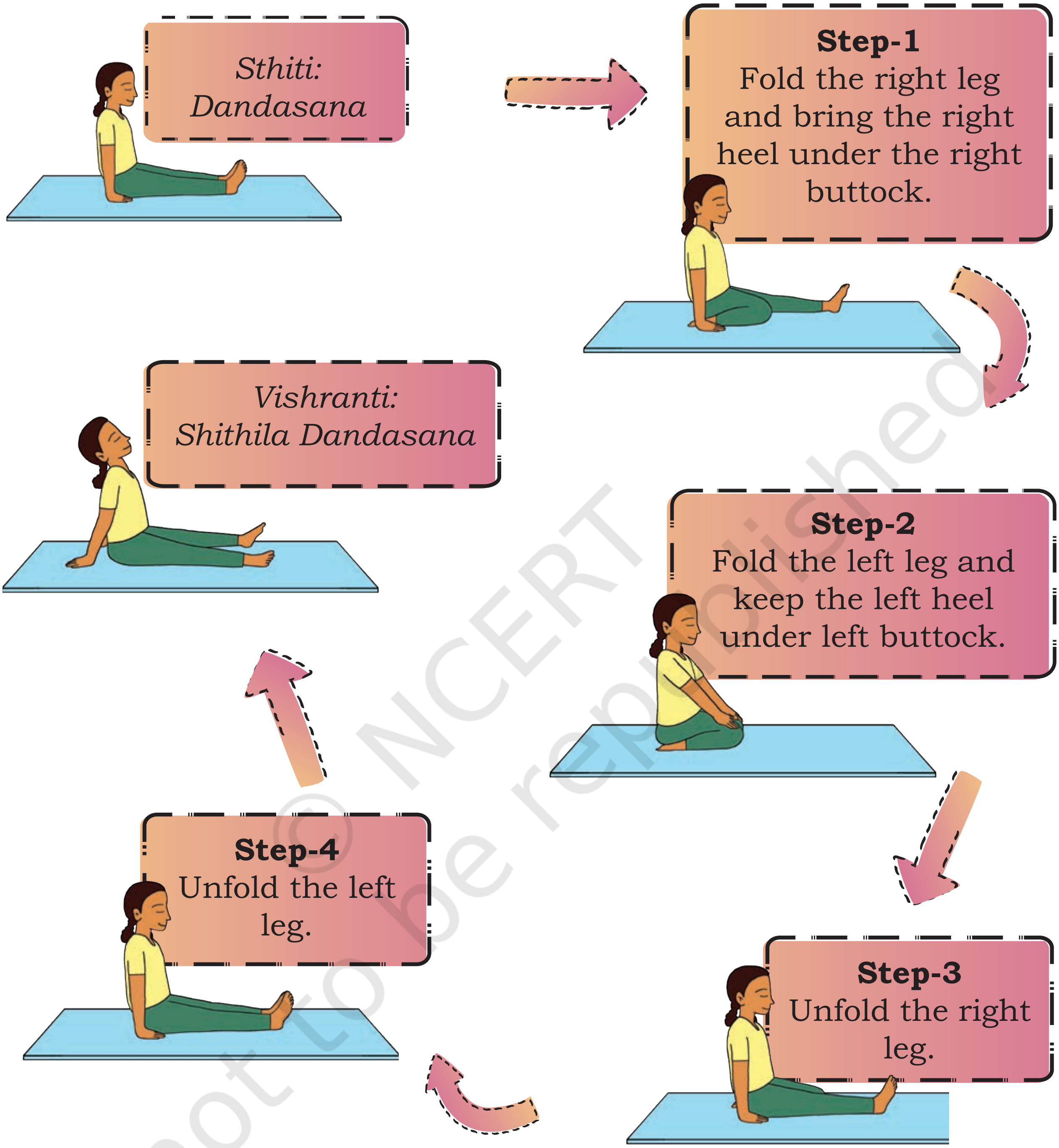
3. Vajrasana



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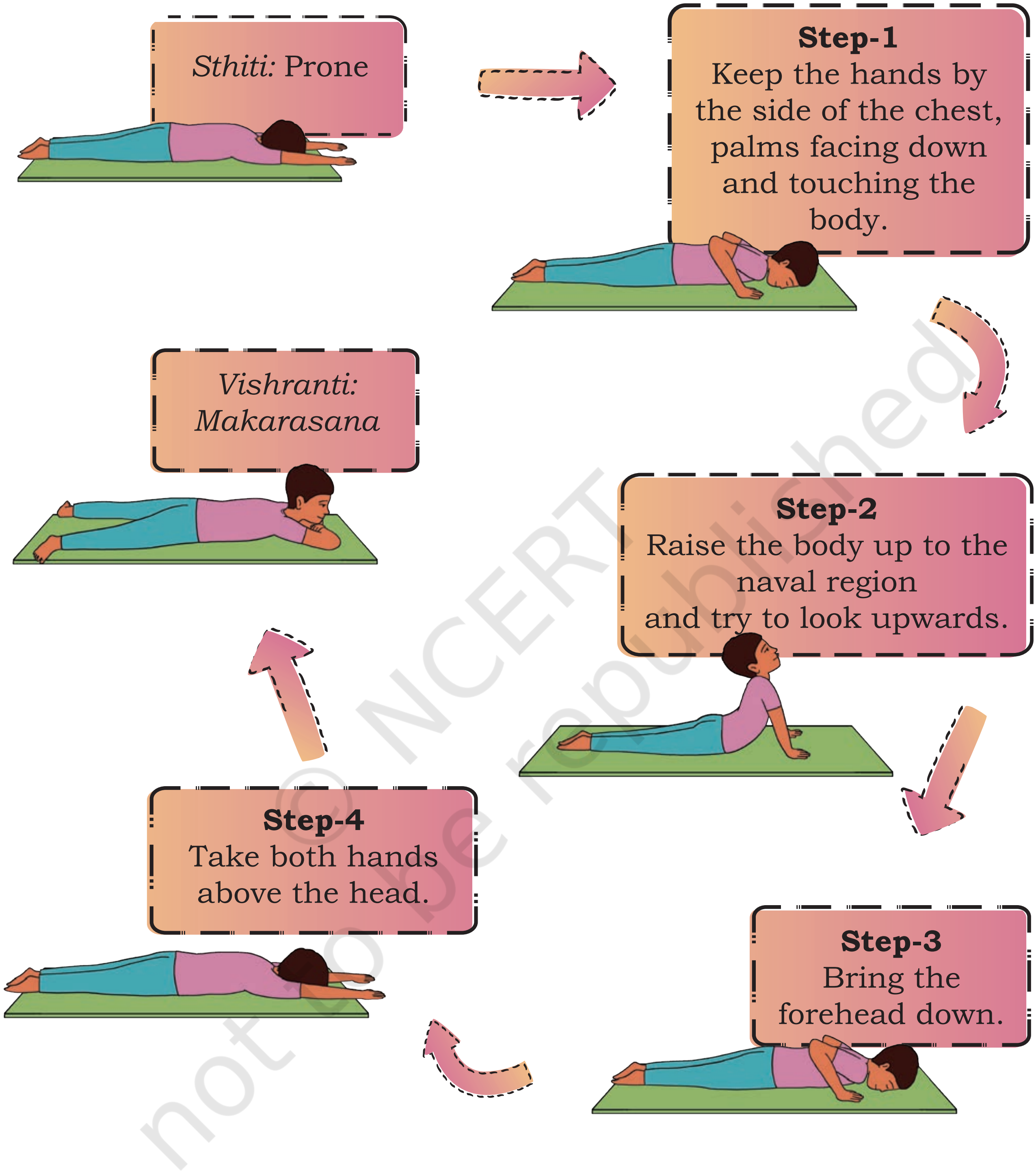
Note for the teacher

It is important to keep the spinal cord straight. Encourage children to keep the back straight and practice this even when they are sitting in the classroom and also at home.

4. Bhujangasana



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Note for the teacher

Help children rise backwards while keeping the thighs on the ground, ensuring the movements are slow and smooth. Elbows should touch the body as they rise up, while keeping the heels together and expanding the chest.

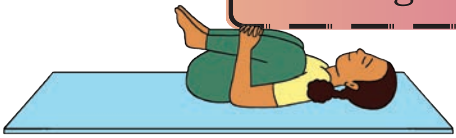
5. *Pavanamuktasana*

Sthiti: Supine

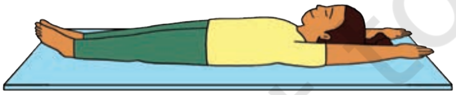
Step-1
Raise both legs to 90°.

Step-2
Bend both legs at the knee and interlock both hands around it, raise the head and touch the chin/ head to the knee.

Step-3
Place the head on the ground.



Step-4
Release the hands and legs.



Vishranti: Shavasana

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YG 10

Breathing Practices

Breath awareness

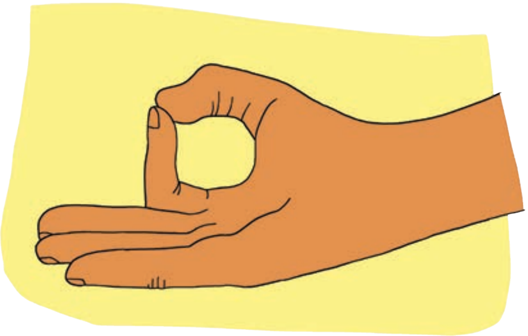
Keep the index finger below your nose. Do you feel your breath?

Do you feel the breathing in and out?

Do you breathe from the left or the right nostril or both?

Being aware of our breath is a preparation for *Pranayama*, the fourth aspect of *Ashtanga* Yoga.

Breath awareness using *Mudra*



1. Touch the tip of the right index finger to the tip of the right thumb and place it on your thighs as shown in the picture. Do the same with your left hand. This arrangement of fingers and palm is called *Chin-Mudra.*
2. Now, place the right palm on the abdomen and retain the left hand in *Chin-Mudra.*
3. Observe the movement of the abdomen as it moves up and down with every breath.

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YG 11

“*Om*” Chanting

To activate internal systems in the body, and to feel the calmness of the mind, we chant “*Om*”. It consists of three sounds – *A, U, M.*

Now, let’s practice this…

Chanting of *A, U, M.*

1. Inhale deeply and while exhaling chant ***A**-kara.*
2. Observe vibrations in the lower abdomen region.

YG 10

3. Inhale deeply and while exhaling chant ***U**-kara.*
4. Observe vibrations in the chest region.

5. Again, inhale deeply and while exhaling chant ***Ma**-kara.*
6. Observe vibrations in the head region.

Repeat the practice for five rounds.

Did you experience the vibrations in different regions of your body?

Note for the teacher

Encourage the children to keep the back erect, press fingers gently for *Chin-Mudra* and be aware of their breathing. Discuss the experience after the practice.

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YG 3

Eye Exercises

What should we do to keep our eyes healthy?

Let us do these simple eye exercises regularly.

1. Relax your eyes with Palming.
2. Movement of eyeballs from right to left.
3. Movement of eyeballs up and down.
4. Diagonal movement of eyeballs.
5. Rotation of eyeballs.

1. Relax your eyes with Palming

Our eyes are constantly seeing things; they get tired. We should regularly relax them.

Simple palming procedure

1. Rub both palms until they become warm.
2. Make a cup shape of the palms and place them gently over the eyes. (Do not put pressure on the eyeballs.)
3. Keep the eyes closed.
4. Keep the palms on eyes for 10–15 seconds, then gently remove the hands.

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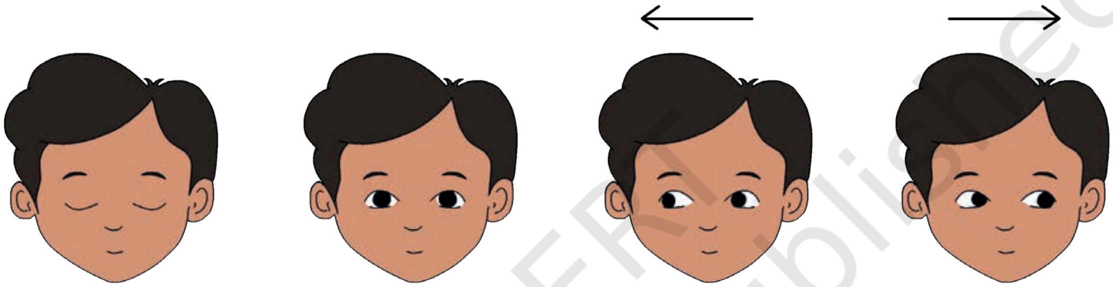
2. Movement of eyeballs from right to left.

1. Gently close your eyes for a few seconds, then slowly open the eyes.
2. Move the eyeballs from the right corner to the left and then from left corner to the right. Repeat this five times.
3. Do simple palming after the practice.



3. Movement of eyeballs up and down.

1. Gently close your eyes for a few seconds, then slowly open the eyes.
2. Move the eyeballs fully down and then slowly move them up. Repeat this five times .
3. Do simple palming after the practice.

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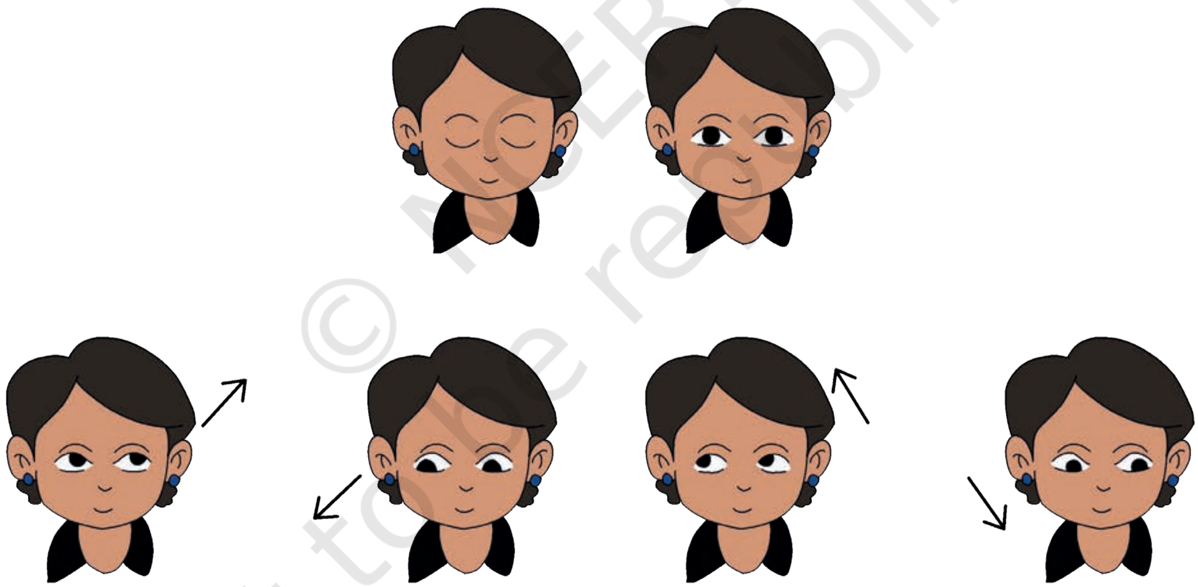
4. Diagonal movement of eyeballs.

1. Gently close your eyes for a few seconds then slowly open the eyes.
2. Move the eyeballs up on the right corner and down on the left corner. Repeat the practice thrice.
3. Slowly open the eyes and move the eyeballs left up and right down. Repeat the practice thrice.
4. Do simple palming after the practice.



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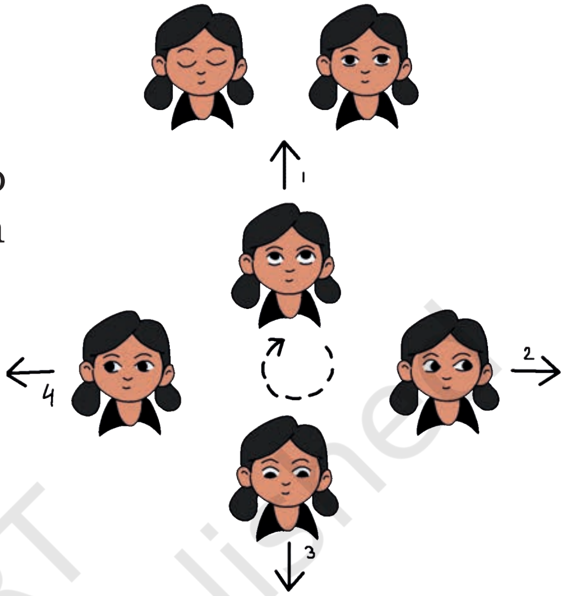
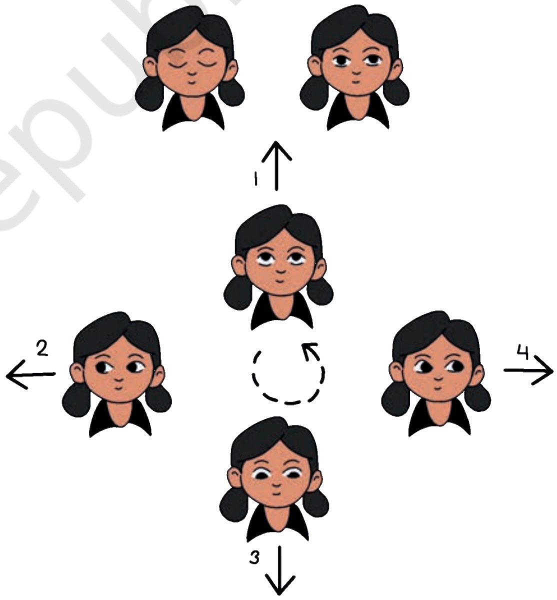
5. Rotation of eyeballs

1. Gently close your eyes for a few seconds then slowly open the eyes.
2. Move the eyeballs fully to the right, then take them down, then move to the left and then up. This forms a circle. Slowly move the eyeballs in a circle five times.



3. Relax the eyes with simple palming.
4. Now let us rotate the eyes in the other direction. Move the eyeballs to the full left, then take them down, then move them to the right and then up. This completes the circle. Slowly move the eyeballs in the circle five times.



5. Close your eyes for a while and then slowly open them.
6. Relax the eyes with simple palming.

Note for the teacher

Encourage the children to keep their backs erect. There should be only eyeball movement in this exercise and no neck movement.

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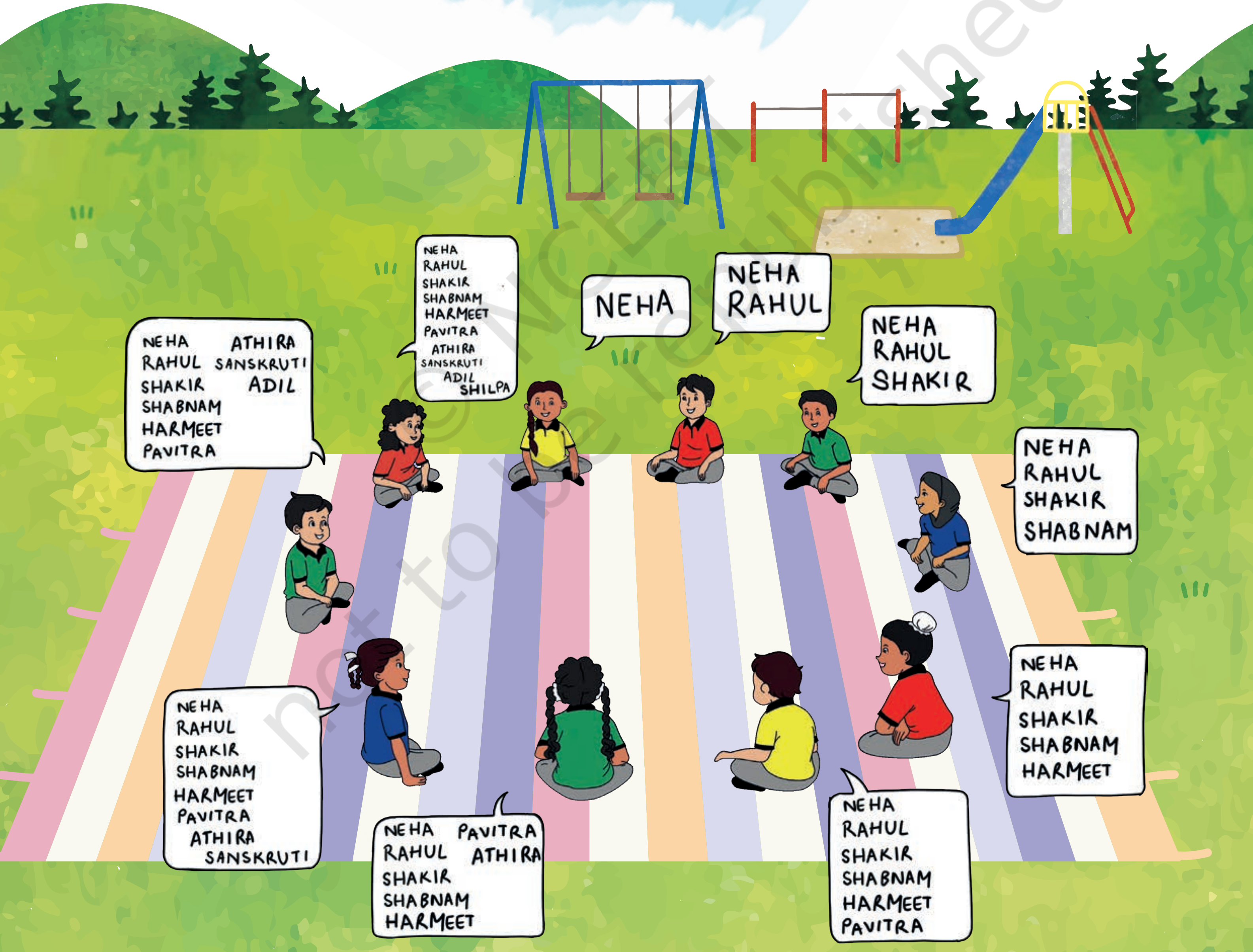
YG 12

Krida Yoga

Do you like to play and enjoy with your friends?

Here are some games for us to play. Through these games we will learn about different aspects of Yoga.

Chain of Names



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How to play

- Students sit in a circle and say their name aloud along with the names of previous students to create a garland of names.
- The first student says her/his name, the next student repeats the name of the first student and adds her/his name. Each student says the names of all the previous students sitting in the circle, followed by adding her/his own name. The game goes on till everyone recalls and says all the names.

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Note for the teacher

The purpose of this game is to improve memory and awareness. Different variations of the game can be tried:

- Use the names of fruits or vegetables.
- Say the names in reverse order.
- Say the names with eyes closed.

Mind Game

How to play

- Students sit in a circle and count the numbers aloud in a sequence. At every multiple of five each student on their turn says "Bharat" instead of a number.
- Students who do not say "Bharat" on their turn at a multiple of five are out.
- The counting continues in circle till the children like it.

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Note for the teacher

The purpose of this game is to improve concentration and awareness.
Different variations in the game can be tried:
- Use different multiples and different names.

YG 13
Japa-Tapa

How to play

- Students sit in a circle or square and follow the teacher.
- When the teacher says "*Japa*" aloud all the children keep their palms up and when the teacher says "*Tapa*" children put their palms down.
- The teacher continues to say aloud "*Japa*" or "*Tapa*" randomly. Students who fail to follow correctly are out.

Note for the teacher

Variations
- Making a fist and releasing the fist.
- Elbow extension and flexion.
- Instead of *Japa-Tapa*, use *Lava-Kusha, Nala-Nila*, etc.

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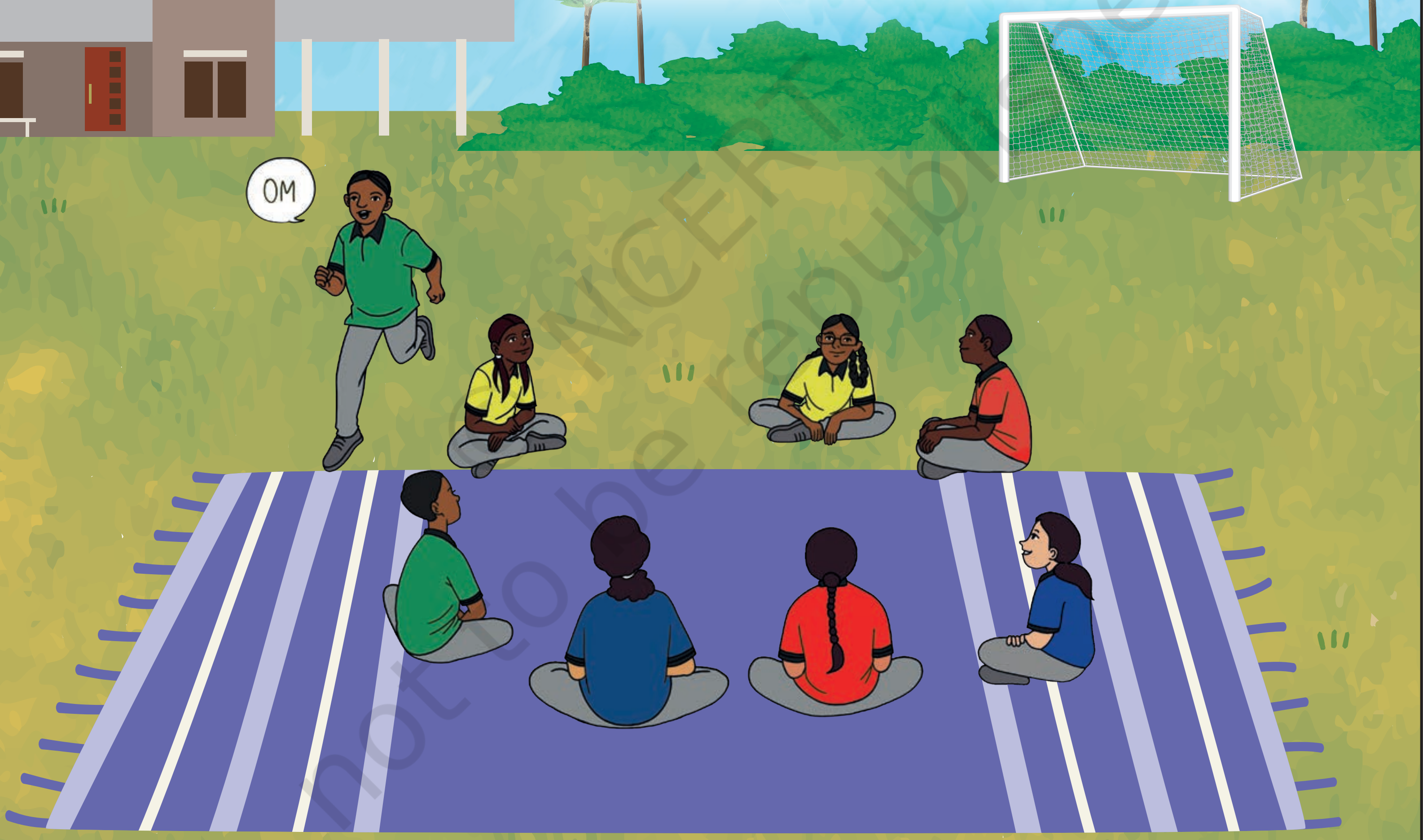
Power of Breath

How to play

- The students sit in a circle.
- One student starts the game by taking a deep breath, and begins running around the circle chanting a long "*Om*".
- The next turn is of the student sitting at the place where the first student finishes chanting "*Om*". The game continues till all the students participate.



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Note for the teacher

The purpose of this game is to help in voice culturing and increase the duration of breath. Different variations of the game can be tried with different types of sounds.

YG 14

Rishi Patanjali Says

How to play

- Students stand in a circle and follow the instructions of the teacher.
- The teacher gives the instructions in the name of *Patanjali*. Students follow only if '*Patanjali* says' is included in the instruction.
- Students who act on the instructions without '*Patanjali* says' are out.

Note for the teacher

Variations in the game are encouraged:
- Use Netaji instead of *Patanjali*.
- Eye exercises like opening and closing the eyes.
- Postures like *Tadasana, Utkatasana, Padahastasana.*

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YG 15

Shabda Grahi

How to play:

- Students form a circle. One student whose eyes are covered by a cloth is made to stand in the centre of the circle.
- Any student sitting in the circle claps, and the student in the centre has to guess who has clapped.
- Each student has ten chances. The one with the most accurate guesses wins.

Note for the teacher

Variations in the game are encouraged. The teacher can instruct the students to make a sound instead of clapping.

Sundar-Uttam

How to play

- Students sit in a circle around the teacher. The teacher says *'Sundar Sundar Sundar Hai'* and students respond as *'Uttam Uttam Uttam Hai'*.
- The teacher can repeat *Sundar* numerous times (1, 2, 3, 4, 5, 6, etc.) and in different tones.
- The students should match the number and the tone. When the tone becomes very low, the game ends with a loud clap.

Note for the teacher

Variations in the game are encouraged.

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Notes

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Assessment Protocol

Physical Education and Well-being

The purpose of this exercise is to track children's progress in Physical Education classes, emphasising self-improvement and personal growth rather than comparison with others. In Class 3, the emphasis is on developing basic motor movements, developing specific personal and social behaviour, getting mentally engaged in activities (Our Games) and getting introduced to self-assessment. It ensures a holistic and supportive learning environment.

UNIT 1: Basic Motor Movements

Guided Self-assessment for Students

Instructions

Read the statements and tick the mark which is most suitable for you.

Throwing

1	2	3	4	5
I can hold and throw the ball to my partner roughly.	I can successfully throw the ball with my right and left hand. Only 3 to 5 out of 10 throws reach my partner.	I can throw the ball 8 to 10 times. I need to work on the swing and upper body twist to achieve perfection.	I can hit most of the targets set at different distances by the teacher.	Communicate with other teammates on how to make the throw better.

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Catching

1	2	3	4	5
I can position my hands for catching, but I often miss the ball.	I occasionally catch the ball on the spot with both hands. I lost balance and need to improve my focus.	I can mostly catch the ball with both hands. I need to work on one-hand skills.	I can catch most of the throws from my partner at different distances with proper technique.	I can catch in-game situations confidently. I help my teammates to improve their catching skills.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Throw: *Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.*
Catch: *Keep eyes on the target with a stable stance.*

Kicking

1	2	3	4	5
I struggle to make the ball go in the right direction.	I can kick the ball correctly sometimes. I need to improve my balance and control for consistency.	I can hit the target with my preferred foot. I need to practice with my non preferred foot.	I can kick the ball with proper leg and hand movement to my partner over short and long distances.	I am playing safely to avoid injuries. Help other teammates if they get hurt.

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Receiving

1	2	3	4	5
I can receive the ball but often lose control over the ball.	I can receive the ball sometimes. I need to improve my reaction time and control to stop it correctly.	I can receive the ball with my preferred foot with consistency. I need to practice using my non-preferred foot for better control.	I can receive both short and long passes smoothly and control it with consistency.	I help to collect the equipment and balls after practice.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Kicking: *Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.*

Receiving: *Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.*

Hitting

1	2	3	4	5
I can hold the apparatus properly. I need to improve my technique to hit the ball.	I can hit the ball sometimes correctly. I need more practice to control the apparatus to hit the object.	I can consistently hit the ball toward my partner or a target at a short distance with proper balance.	I can hit the ball with proper hand movement and make it accurate over short and long distances.	I never give up, even if I miss the target.

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Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Hitting: *Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips and shoulders, fully extend arms at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.*

Jumping

1	2	3	4	5
I can jump using my both feet. I need to land properly with better balance.	I can jump on my toes and land with good balance consistently. I need to practice hopping on one leg.	I can jump forward while hopping on one leg, and I am now practising to change direction smoothly while staying balanced.	Adjust and use the whole body to jump/hop while maintaining the balance.	Enjoy the activities which includes a lot of jumps and hops.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Jump: *Ensure leg strength by keeping knees slightly bent, using arms for balance, landing softly.*

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Walk/Run

1	2	3	4	5
I can walk for 3 min without any discomfort.	I can walk for 5 min without any discomfort.	I can continuously jog for 2 min.	I can continuously jog for 3 min.	I enjoy while running and walking.

> Note for the teacher
>
> The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Walk and run: *With proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.*

UNIT 2: Our Games

Parents/Grandparents/Guardian

The purpose of this exercise is to help parents and guardians to track their child's growth regarding the social and emotional development through Physical Education, and how these social and emotional qualities are transform from ground to the daily life of the child. Focusing on individual progress rather than competition.

Instructions

Read the statements and tick the mark which is most suitable for your ward.

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Enjoyability (Motivation to play): My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Joins in for a short time but gets bored or distracted quickly.	Plays sometimes, enjoys certain parts, but isn't fully engaged.	Enjoys playing most of the time but may need motivation in new games.	Actively participates, smiles, and shows Excitement while playing.	Always excited and highly motivated to play and enjoy new games.

Helping Others & Kindness: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Helps others when asked but is still learning to take the initiative to offer help.	Willing to help others when needed and shows care for family, friends, and neighbours.	Willing to help everyone, known or unknown.	Actively helps others with kindness and enjoys working together.	Always kind, ready to help, and makes everyone feel valued.

Feel Safe with Others: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Needs support to feel comfortable and confident around others. Learning to engage in group interactions.	Feels comfortable in known settings but takes time to adjust to new people.	Feels mostly confident but sometimes needs reassurance in new environments.	Enjoys interacting with peers and finds comfort in social activities.	Always Feels comfortable a enjoys being with friends and meeting new people.

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Active Lifestyle: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Gets easily tired while doing work that involves physical movements.	Is able to do some of the work that involves physical movements.	Is able to do most of the work that involves physical movements.	Is able to do all the work that involves physical movements.	Is always excited to perform work which involves physical movements.

Responsibilities: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Needs frequent reminders to finish tasks and care for personal belongings.	Sometimes completes tasks like tidying up but needs encouragement.	Takes care of schoolwork and small household duties when reminded.	Manages schoolwork and family responsibilities independently most of the time.	Always responsible, takes initiative in family tasks, and sets a good example.

UNIT 3: Yoga

In General, following criteria can be used to assess practice of Ashtanga Yoga in schools:

1. *Yama* and *Niyama*—Self-reflections, behavioural changes.
2. *Asana*—Balance, strength, endurance, flexibility.
3. *Pranayama*—Pulmonary functions like inhalation and exhalation time, breath holding capacity, etc.
4. *Pratyahara*—Emotional and Social awareness.
5. Relaxation techniques, Meditation—Stress and anxiety levels.

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Yoga for Daily Life

A. Happiness and Social Interaction

1. What activities make you happy? How often are you engaged in such activities?
2. How do you like to spend your free time with friends?

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)

B. Healthy Habits

1. Do you eat fruits and vegetables every day?
2. What type of food do you usually eat for lunch?
3. How often do you play outside?
4. How much time do you spend watching T.V or any gadgets every day?
5. How many hours of sleep do you get at night every day?
6. Do you brush twice a day?
7. Do you wash your hands before eating?

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)

C. Act of Kindness

1. What would you do if you saw someone throwing stones at a puppy?
2. If your friend has missed getting lunch to the school, what would you do?
3. If you happened to see a blind person struggling to cross the road, what would you do?

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4. The teacher can ask students to bring a healthy food item to class and then discuss its benefits together.

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)

Teachers Observation Scale

Aspect	Excellent	Good	Scope for improvement
Vocabulary	Uses expressive words	Not very expressive	Very limited
Body Language	Confident	Comfortable	Shy, hesitant
Emotional expression	Express the feelings clearly	Sometimes expresses the feelings	Struggles to express the feelings
Behaviour	Interacts well	Sometimes interacts well	Avoids interaction

Ashtanga Yoga

A. *Yama – Ahimsa*—*Discussion Questions:*

What would you do?

1. If you see your friend getting injured due to a fall?
2. Someone breaks your toy accidentally?
3. If you see a stray cat looking for food?

Kind and peaceful response	Try to be kind	Unsure of how to react	Responds with anger

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B. Niyama – Shaucha—*Activity based:*

1. Conduct a 5 minute clean up activity where the student is advised to clean their books, desk, and classroom.
2. Observe which students are tidy and keep their things clean and organised.

Very clean and tidy ★	Tries to be clean after advice 🙂	Scope for improvement 😐	Not clean 😔

Yoga *Sadhana*

1. *Asana—Vrikshasana, Sukhasana, Vajrasana, Bhujangasana, Pavanamukthasana*

Criteria	Excellent ★	Good 🙂	Needs improvement 😐
Demonstration of *asanas*	Performs all *asanas* correctly	Performs all *asanas* correctly but needs minor corrections	Requires repeated guidance
Follow instructions	Very attentive	Attentive	Requires repeated guidance
Identification of *asanas*	Correctly identifies all *asanas*	Identifies most *asanas* correctly	Requires repeated guidance

2. *Pranayama*

Criteria	Excellent ★	Good 🙂	Needs improvement 😐
Om chanting	Rhythmic	Requires minor corrections	Requires repeated guidance
Identification of *Mudra* and demonstration	Yes	Can identify but difficult to perform	Requires repeated guidance

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NOTES

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Notes

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Session Structure and Suggestive Annual Plan for Teachers

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Session Structure and Annual Plan Information for the teachers

NCFSE 2023 has listed Physical Education and Well-being as a separate curricular area and suggested allocating a minimum of 90 hours (which is approximately 135 periods of 40 minutes each) in the timetable.

Khel Yoga textbook for Class 3 is designed to sufficiently develop the competencies defined in NCFSE 2023. The book has three units and several chapters. The basic motor movement activities, games and Yoga sessions can be planned in parallel for continuous and consistent development throughout the year.

Suggestive session structure and annual plan is given below to conduct activities effectively. You may customise the plan based on your needs.

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Structure and Flow of Periods

- This book is divided into 3 units. Each unit has chapters and activities.
- NCF-SE 2023 has recommended 150 periods for physical education. Suggestive timetable assumes at least 5 periods of 40 minutes each per week.
- NCF-SE recommends allocating block periods (2 periods together) for Physical Education and Well-being
- Suggestions are given below for two types of period allocation in the timetable:
    - Scenario 1: Five single periods per week allocated in the timetable
    - Scenario 2: Two block periods for Motor skills and team games, and one single period for Yoga allocated in the timetable

Scenario 1— Three different types of sessions are visualised to effectively use the limited time in each period and achieve the desired learning outcomes.

Type 1: Maximises game practice.

Type 2: Maximises circle time after play to provide more time for thinking, and discussing socio-emotional aspects.

Type 3: Maximises gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Session Activity	Type 1	Type 2	Type 3
Warm-up	5	5	5
Game/Activity Time	25	15	25
Cool-down		5	5
Circle Time	5	15	5

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Scenario 2 (Highly Recommended)— A block period of 80 minutes can effectively maximise game practice, drills and circle time. Two types of sessions can be planned with block periods:

Type 4: Gamified Drills (mini games played between teams) can be planned to target specific skills.

Type 5: Two games played in a single block period.

Type 4					
Block Period	Warm-up Preferably Gamified	Game Time	Gamified Drills/Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Type 5				
Block Period	Warm-up Preferably Gamified	Game Time Play 2 games	Cool-down	Circle Time
Time in Minutes	5	50	5	20

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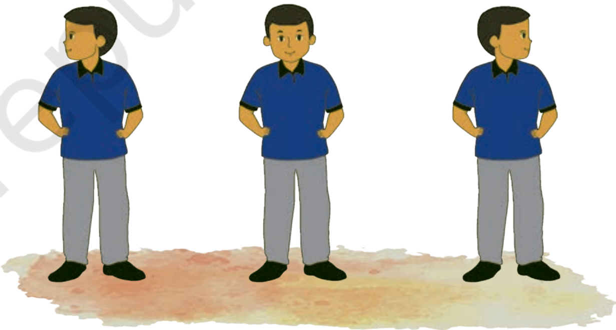
Warm-up and Cool-down

Warm-up and cool-down activities are essential components of physical exercise and games. It helps to prepare our bodies for activity, improving overall performance and decreasing the risk of injuries by gradually raising the heart rate and loosening the joints. Cool-down activities help to gradually lower the heart rate, prevent muscle stiffness and promote relaxation. Proper warm-up and cool-down routines are crucial for ensuring safe and effective physical activities. They help in releasing stress in the body, improve postural deformities and develop a positive attitude towards exercise.

Warm-up and cool-down exercises should be age appropriate, and can be customised on the basis of physical activity to be done and the fitness levels of the students. A few commonly used exercises for warm-up and cooling down are given below. Teachers may select the exercises from this list or use other exercises appropriate for the students and activity to be performed.

Upward downward neck stretch



Right-left neck rotation

Sideward neck stretch

Shoulder rotation

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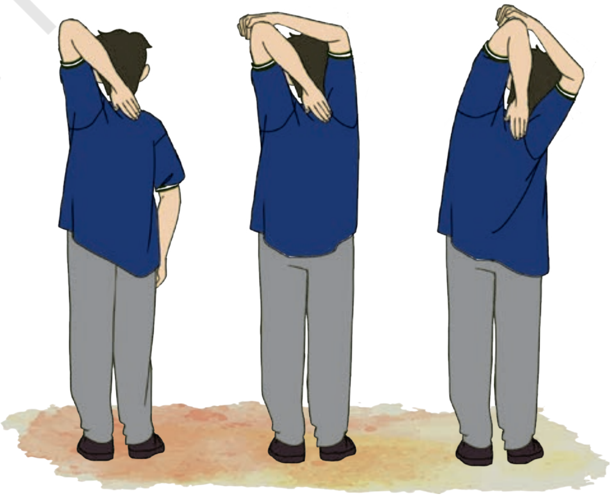
Arm rotation

Alternate toe touch

Ankle rotation



Shoulder blade stretch

Across arm shoulder stretch

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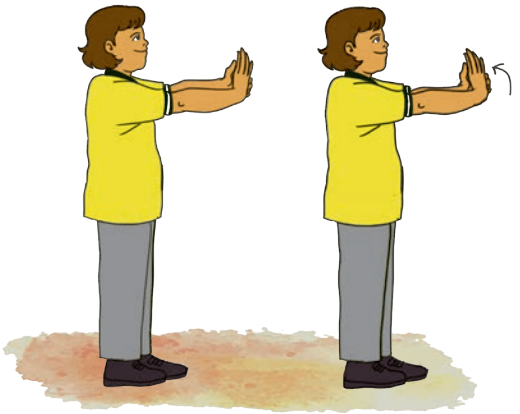
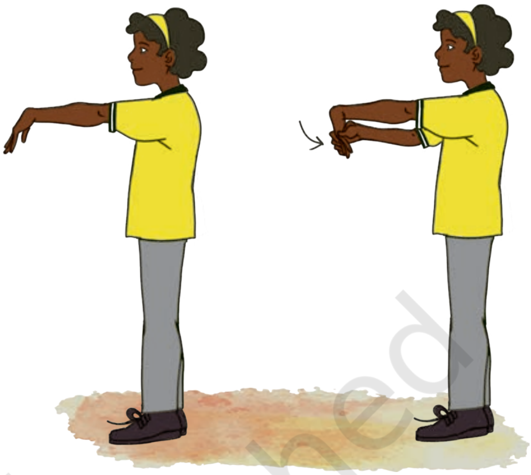


Wrist stretch extension

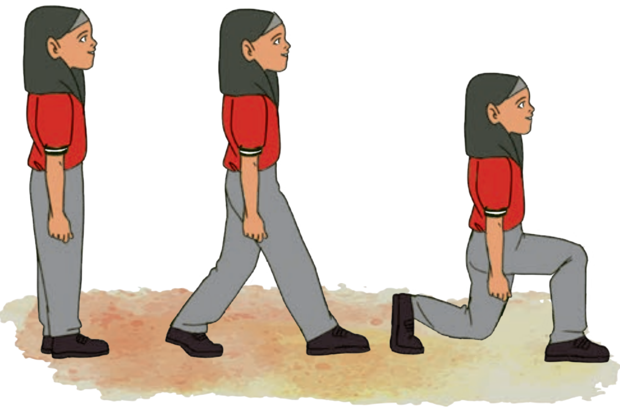


Wrist stretch flexion

Forward and backward bend

Sideward bend

Sideward rotation



Forward leg lunges

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Structure of Yoga Session

Begin each Yoga session with a prayer as given below. This prayer is about the sacred bond between student and teacher. Both of them pray together to illuminate their paths with divine protection and nourishment with wisdom. They wish for peace everywhere and for everyone.

Opening Prayer

ॐ सह नाववतु । सह नौ भुनक्तु ।	*Om Saha Navavatu / Saha Nau Bhunaktu /*
सह वीर्यं करवावहै ।	*Saha Viryam Karavavahai /*
तेजस्विनावधीतमस्तु	*Tejasvinavadhitamastu*
मा विद्विषावहै ॥	*Ma Vidvishavahai //*
ॐ शान्तिः शान्तिः शान्तिः ॥	*Om Shantih Shantih Shantih //*

Meaning of the Prayer

May we both (*Guru* and *Shishya*) be protected. May we both be nourished. May we practice with great vigour and energy. Let our studies be fruitful and enlightening. Let us not live with hate.

After the opening prayer conduct activities as per the session plan. It includes preparatory practices, *Asana*, eye exercises, and *Krida* Yoga.

End each Yoga session with a prayer as given below. A closing prayer helps students assimilate knowledge and reinforce the day with positivity and happiness.

Closing Prayer

ॐ सर्वे भवन्तु सुखिनः ।	*Om Sarve Bhavantu Sukhinah /*
सर्वे सन्तु निरामयाः ।	*Sarve Santu Niramayah /*
सर्वे भद्राणि पश्यन्तु ।	*Sarve Bhadrani Pashyantu*
मा कश्चिद् दुःखभाग् भवेत् ॥	*Ma Kashchid Duhkhabhag Bhavet /*
ॐ शान्तिः शान्तिः शान्तिः ॥	*Om Shantih Shantih Shantih //*

Meaning of the Prayer

May all be happy. May all be free from illnesses. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

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General Instruction to Begin and End a Yoga Session

- Sit in a comfortable *Sukhasana* posture.
- Keep the back straight, eyes closed, and have a gentle smile on the face.
- Place your hands in *Chin-Mudra* and become aware of your breath. Observe the breathing for a few seconds then take a deep breath in and as you exhale chant Om.
- Gently place your hands in *Namaskarah-Mudra* and chant the prayer.
- Observe changes after the chanting.
- Gently rub the palms, make a cup out of it, and place it on the eyes.

Suggestive Session Plan for 24 Sessions

Month 1

	3rd Period	6th Period	9th Period	12th Period
Yoga for Daily Life	Introduction to Yoga Being Happy (15 min)	*Ahimsa* story and Activity (15 min)	Being Healthy (15 min)	*Ahimsa* in daily life (15 min)
Yoga *Sadhana*	Garland of names Memory game (15 min)	*Patanjali* Says Game for attention in action (15 min)	Eye Exercises (15 min)	*Shabda Grahi* Game for sound attention (15 min)

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Month 2

	15th Period	18th Period	21st Period	24th Period
Yoga for Daily Life	Being Good (15 min)	*Niyama Shaucha* story (15 min)	*Shaucha* related activity (15 min)	Cleanliness in daily life (15 min)
Yoga *Sadhana*	Eye Exercises (15 min)	Play of Sound Game for breath strengthening (15 min)	Eye Exercises (15 min)	Slogans Game for sound and movement awareness

Month 3

	27th Period	30th period	33rd Period	36th Period
Yoga *for Daily Life*	Good eating habits (15 min)		Good sleeping habits (10 min)	Assessment
Yoga *Sadhana*	Breath awareness activity with *mudra* (15 min)	Introduction to *Asana* with activity (15 min)	Heel walking and Frog Jumping (10 min)	
		Japa-Tapa Game for sound-action awareness (15 min)	Chanting of "Om" – A, U, M (10 min)	

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Month 4

	39th Period	42nd Period	45th Period	48th period
Yoga *Sadhana*	Basic Postures *Tadasana and Shithila Tadasana* (15 min) Introduce Standing *Asanas Vrikshasana* (15 min)	*Dandasana* and *Shithila Dandasana* (15 min) Introduction to *Sukhasana* (15 min)	*Prone Sthiti* and *Makarasana* (15 min) Introduction to *Bhujangasana* (15 min)	*Supine Sthiti* and *Shavasana* (15 min) Introduction to *Pavana-muktasana* (15 min)

Month 5

	51st Period	54th period	57th Period	60th period
Yoga *Sadhana*	*Asana* Practice *Vrikshasana* (20 min)	*Asana* Practice *Vajrasana* (20 min)	*Asana* Practice *Pavana-muktasana* and *Shavasana* (20 min)	*Asana* Practice *Bhujangasana* and *Shavasana* (20 min)
	Chanting of “Om” – A, U, M (10 min)	Play of Sound (15 min)	Chanting of “Om” – A, U, M (10 min)	Number and Clap Mind awareness game (10 min)

Month 6

	63rd Period	66th Period	69th Period	72nd Period
Yoga *for Daily Life*	*Yama* and *Niyama* Revision (15 min)	Revision of All 5 *Asanas* (30 mins)	Happy assembly (30 mins)	Assessment
Yoga *Sadhana*	Revision of Eye Exercises (15 min)			

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Annual Session Plan

The table given below shows the sequence of activities planned in the given 150 periods for the entire year. It is important to follow this sequence for effective development of required competencies. Type of session and activity number is given in the table for easy reference in the textbook.

Note: For a block period, club the activities of two consecutive periods. Periods of Our Games and Yoga are already clubbed wherever a block period is required.

Annual Session Plan

Period	Unit	Skill	Type	Activity Name	Activity No.	Count
1	Unit 1	Throwing and Catching	Type 3	Catch and Throw	BM-1	1
2	Unit 1	Picking up and Throwing	Type 2	Pick up and Throw	BM-2	2
3	Unit 1	Throwing and Catching	Type 3	Catch and Throw	BM-1	3
4	Unit 1	Picking up and Throwing	Type 2	Pick up and Throw	BM-2	4
5	Unit 3	Yoga	Yoga Practices	Being Happy	YG-1	1
6 & 7	Unit 2	Our Games	Type 4/5	Seven Stones	OG-1	2
8	Unit 1	Catch	Type 3	Relay Catching	BM-5	5
9	Unit 1	Throw	Type 3	Hit the Target	BM-3	6
10	Unit 1	Catch	Type 3	Relay Catching	BM-5	7
11	Unit 1	Throw	Type 3	Hit the Target	BM-3	8
12 & 13	Unit 2	Our Games	Type 4/5	*Golaap Togor*	OG-2	4
14	Unit 3	Yoga	Yoga Practices	*Yama*	YG-2	3
15	Unit 1	Catch	Type 1	Ball on the Wall	BM-6	9
16	Unit 1	Throw	Type 2	Pick up and Throw	BM-2	10
17	Unit 1	Throw	Type 1	Knock the Cones	BM-4	11
18	Unit 1	Catch	Type 1	Ball on the Wall	BM-6	12
19	Unit 1	Throw	Type 2	Pick up and Throw	BM-2	13

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20	Unit 1	Throw	Type 1	Knock the Cones	BM-4	14
21 & 22	Unit 3	Yoga	Yoga Practices	Eye Exercises	YG-3	4
23	Unit 1	Throw	Type 1	Knock the Cones	BM-4	15
24 & 25	Unit 2	Our Games	Type 4/5	*Pakdam-Pakdai*	OG-3	6
26	Unit 1	Kicking	Type 3	Pass the Ball	BM-7	16
27	Unit 2	Kicking	Type 3	Monkey in the Middle	BM-11	17
28	Unit 3	Kicking	Type 3	Pass the Ball	BM-7	18
29	Unit 4	Kicking	Type 3	Monkey in the Middle	BM-11	19
30 & 31	Unit 2	Our Games	Type 4/5	Chain (*Sankali*)	OG-4	8
32	Unit 3	Yoga	Yoga Practices	Eye Exercises	YG-3	5
33	Unit 1	Kicking	Type 3	Shadow Ball	BM-8	20
34	Unit 1	Kicking	Type 3	Flick the Ball	BM-9	21
35	Unit 1	Kicking	Type 3	Shadow Ball	BM-8	22
36	Unit 1	Kicking	Type 3	Flick the Ball	BM-9	23
37	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	24
38	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	25
39	Unit 3	Yoga	Yoga Practices	*Niyama*	YG-4	6
40 & 41	Unit 2	Our Games	Type 4/5	*Aankh Micholi*	OG-5	10
42	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	26
43	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	27
44	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	28
45	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	29
46	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	30
47	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	31

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48	Unit 3	Yoga	Yoga Practices	Activity	YG-5	7
49 & 50	Unit 3	Yoga	Yoga Practices	Introduction Yogic Practices	YG-6	9
51 & 52	Unit 2	Our Games	Type 4/5	*Bitta Kud*	OG-6	12
53	Unit 1	Hitting	Type 3	Strike the Balloon	BM-13	32
54	Unit 1	Hitting	Type 1	Body and Balloon	BM-14	33
55	Unit 1	Hitting	Type 3	Strike the Balloon	BM-13	34
56	Unit 1	Hitting	Type 1	Body and Balloon	BM-14	35
57 & 58	Unit 3	Yoga	Yoga Practices	*Asana*—Preparatory Practices	YG-7	11
59 & 60	Unit 3	Yoga	Yoga Practices	Basic Postures	YG-8	13
61 & 62	Unit 2	Our Games	Type 4/5	*Aankh Micholi*	OG-5	14
63	Unit 1	Hitting	Type 2	Soft Ball Control	BM-15	36
64	Unit 1	Hitting	Type 3	Playing Pass	BM-16	37
65	Unit 1	Hitting	Type 1	Scoop in the Square	BM-17	38
66	Unit 1	Hitting	Type 2	Soft Ball Control	BM-15	39
67 & 68	Unit 2	Our Games	Type 4/5	Hopscotch	OG-7	16
69	Unit 1	Hitting	Type 3	Playing Pass	BM-16	40
70	Unit 1	Hitting	Type 1	Scoop in the Square	BM-17	41
71	Unit 1	Coordination	Type 2	Sit and Rise	BM-12	42
72	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	14
73-81		**Half Yearly Assessment**		**Summative Assessment**	**SA-1**	**9**
82 & 83	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	16
84 & 85	Unit 2	Our Games	Type 4/5	Hopscotch	OG-7	18
86	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	43

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87	Unit 1	Coordination	Type 3	Receiving with Stick	BM-18	44
88	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	45
89	Unit 1	Coordination	Type 3	Receiving with Stick	BM-18	46
90	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	17
91 & 92	Unit 2	Our Games	Type 4/5	Cockfighting	OG-8	20
93	Unit 1	Coordination	Type 2	Balancing Stick	BM-19	47
94	Unit 1	Personal Goals	Type 3	Hold your Ground	BM-21	48
95	Unit 1	Personal Goals	Type 3	Planks	BM-22	49
96 & 97	Unit 2	Our Games	Type 4/5	*Kumir Denga*	OG-9	22
98	Unit 1	Coordination	Type 2	Balancing Stick	BM-19	50
99	Unit 1	Immunisation	Type 2	Vaccine *Vijayate*	BM-27	51
100	Unit 3	Yoga	Yoga Practices	Breathing Practices	YG-10	18
101	Unit 1	Personal Goals	Type 3	Hold your Ground	BM-21	52
102	Unit 1	Personal Goals	Type 1	*Chor*-Police	BM-24	53
103	Unit 1	Personal Goals	Type 3	Planks	BM-22	54
104	Unit 1	Personal Goals	Type 1	Find the House	BM-23	55
105 & 106	Unit 3	Yoga	Yoga Practices	Chanting of "Om" – A, U, M	YG-11	20
107 & 108	Unit 2	Our Games	Type 4/5	*Kumir Denga*	OG-9	24
109	Unit 1	Personal Goals	Type 1	*Chor*-Police	BM-24	56
110	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	57
111	Unit 1	Personal Goals	Type 1	Vaccine *Vijayate*	BM-27	58

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112	Unit 1	Personal Goals	Type 3	*Chor*-Police	BM-25	59
113	Unit 3	Yoga	Yoga Practices	*Krida* Yoga	YG-12	21
114 & 115	Unit 2	Our Games	Type 4/5	*Hum Phoolon Ki Sadak Par Chalte Hain*	OG-10	26
116 & 117	Unit 2	Our Games	Type 4/5	Dodge Ball	OG-11	28
118 & 119	Unit 2	Our Games	Type 4/5	Spoon Race	OG-12	30
120	Unit 1	Personal Goals	Type 3	Dodging Move to Safety	BM-26	60
121	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	61
122 & 123	Unit 2	Our Games	Type 4/5	*Gadda Maar*	OG-13	32
124	Unit 1	Personal Goals	Type 3	Dodging Move to Safety	BM-26	62
125	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	63
126	Unit 3	Yoga	Yoga Practices	*Japa-Tapa*	YG-13	22
127	Unit 1	Immunisation	Type 2	Vaccine *Vijayate*	BM-27	64
128	Unit 3	Yoga	Yoga Practices	*Rishi Patanjali* Says	YG-14	23
129	Unit 1	Personal Goals	Type 3	Vaccine *Vijayate*	BM-27	65
130	Unit 2	Our Games	Type 4/5	Tug of War	OG-14	33
131	Unit 3	Yoga	Yoga Practices	*Shabda Grahi*	YG-15	**24**
132	Unit 2	Our Games	Type 4/5	Three-legged Race	OG-15	34
133	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	66
134	Unit 1	Kicking	Type 1	Flick in the Box	BM-10	67
135 & 136	Unit 2	Our Games	Type 4/5	In and Out	OG-16	36
137	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	68

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138	Unit 1	Kicking	Type 1	Flick in the Box	BM-10	**69**
139 & 140	Unit 2	Our Games	Type 4/5	Light and Shade	OG-17	**38**
141-150		**Assessment**		**Yearly Assessment**	**SA-2**	**19**

Yoga	**24**
Our Games	**38**
Basic Motor Movement	**69**
Assessment	**19**
Total	**150**

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